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DURING DEMOBILIZATION.

Make it an Opportunity for the Able and the Disabled alike!

STANDARDIZATION

Eula Ingram



Ten years in the future it will be an easier task than at present to be an efficient school board member. Every time the board of 1928 passes a judgment or casts a vote he will have on hand all the data in black and white which should be taken into consideration in rendering the wisest possible decision. He will refuse to take action on any question on the basis of general discussion, vague opinions or the vigorous tho often times unsupported plea of interested school officials and department heads, because these can at best be only an unreliable basis for guess work procedure. The same scientific definiteness of measurement which applies to the construction of the school buildings, heating and ventilating systems, will be applied to the methods of deciding whether Miss A. shall be promoted to a principalship, how much shall be invested in gymnasium apparatus, and whether economy should be practiced in the foundry or in the kindergarten.

The recent extensive inventories of national resources and the revelations made by the federal statistical board have demonstrated beyond question the great necessity for standardization and scientific methods of procedure for intelligent public service. Gradually the notion is seeping into obscure classrooms, principals' and superintendents' offices and the subconscious minds of boards of education that there are definite relations between time, effort, ability and results; merit and salary; expenditures and returns. And the conscientious teacher, administrator and school board member is becoming more and more determined to ascertain what these relationships are before adopting methods, inaugurating changes, or appropriating funds.

Let us apply the discussion to a concrete example of the type of problem that confronts hundreds of board members over the country annually—little items for materials turned down not because the board members are penurious or pigheaded but because they do not know.

Given a city of 100,000 population with a kindergarten enrollment of 1,000 in 25 kindergartens—what should a board of education appropriate for consumable and permanent materials in that department for one year? What information should a board member have at hand to examine in order to avoid guessing and to substantiate the wisdom of the decision?

The first question to suggest itself as a guide is what has been previously expended for these materials? If these data can be ascertained from records of the business office—and judging from replies to a questionnaire sent out recently by the writer, they are not available in most business offices—previous annual expenditure may be found to average let us say \$10 per kindergarten or \$0.25 per child.

Is this amount reasonable? Does a board member know? Kindergartners and supervisors protest that it is wholly inadequate to support anything like educative activities in the kindergarten. But the members of the department

may not be wholly reliable because they do not have a bird's-eye view of relative expenditures thruout a system. No matter how efficient or fair they may be, they have a viewpoint biased by their interests.

The thoughtful board member with some knowledge of kindergarten work might reflect "These materials take the place in the kindergarten that the textbooks have in the grades. How does this expense compare with the per capita cost of texts in the grades?" He should have a reply as definite as the following:

Cost per capita for texts in the elementary grades \$2.92
Cost per capita for texts in the junior high school 7.95
Cost per capita for texts in the senior high school 6.11

This makes evident the disparity between the expenditure per capita in the kindergarten and that of the grades and junior and senior high schools. This is augmented by the fact that in the grades and junior high schools and senior high schools textbooks are supplemented with expensively equipped gymnasiums, laboratories, and shops not to mention the much increased power of older children for abstract thinking.

But the lay board member can hardly be expected to understand or judge in detail the educational value and necessity of all equipment and materials used in public schools. He can grasp to a certain extent, however, relative expense and use of apparatus. If he does he might ask the following questions: What is the most expensive permanent materials which should be placed in each one of our kindergartens? How much does it cost? How much would it be used? How does it compare with the relative use and cost of apparatus and equipment in our shops and gymnasiums? It should be the business of someone to give an answer as definite as the following:

Equipment in High School Machine Shop.

	Valued at	Pupil hours used per year
Machine	\$8,762.08	3,880
Forge	1,382.01	700
Foundry	1,174.10	1,733
<i>Grade and High School Gymnasium Equipment.</i>		
1 Vaulting horse	126.50	1,710
1 Adj. parallel bar	104.50	2,565
1 Spring board	33.00	2,992
2 pr. Adjustable flying	50.60	712.5
6 5x7 mats, 2" thick	138.60	2,850
2 36" 6 lb. medicine balls	13.20	838
<i>Kindergarten.</i>		
1 Set kindergarten blocks	50.00	15,000
(The most expensive permanent material in the kindergarten.)		

Such answers to the intelligent inquiry of the board members would soon make obvious the

fact that certain inconsistencies existed regarding comparative expenditures and use for kindergarten materials and for other departments.

Perhaps the next question would be: What are the judgments of board members and administrators of other cities regarding adequate expenditures for this line of work? To this question a questionnaire was recently sent by the writer to 130 kindergarten supervisors asking for the information tabulated below:

City	Location	Population	AV. Annual Expenditure per Kindergarten for Consumable Materials	AV. Annual Expenditure per Kindergarten for Permanent Materials
1	N. C.	46,515	\$35.00	\$15.00
2	N. C.	59,139	75.00	75.00
3	N. C.	657,311	50.00*	
4	N. C.	187,840	50.00	20.00
5	N. C.	31,576	25.00*	
6	N. C.	40,498	25.00-30.00*	
7	N. C.	48,886	35.00	15.00
8	N. C.	749,183	25.96*	
9	N. C.	100,000	14.62*	
10	N. A.	1,928,734	13.20*	
11	N. A.	571,984	33.00	11.76
12	N. A.	53,794	55.00	As Needed
13	N. A.	18,466	18.00	5.00-7.00
14	N. A.	84,745	30.00	
15	N. A.	26,659	18.00	5.00
16	N. A.	43,085	45.00	
17	N. A.	102,989	30.82	
18	N. A.	160,291		
19	E. C.	236,379	10.00	5.00
20	W. C.	64,806	50.00	14.00
21	W. D.	253,161	18.00	
22	N. A.	746,084	25.00	275.50

N. C. represents North Central; N. A. represents North Atlantic; E. C. represents East Central; W. C. represents Western Coast; W. D. represents Western Division; *Includes Consumable and Permanent Materials.

Meager tho this information may be it certainly furnishes a basis for action on the part of the board which they can be assured is more consistent with better practice than independent judgment would be.

Experience in considering problems in this way will lead to a standardization of the facts to be examined by boards of education together with each type of question with which they are called upon to deal. These will never be omitted. It will be considered a sacrilege for a board to proceed without them.

It is unnecessary to say that the compilation of all the data which would determine more satisfactory and intelligent handling of the affairs with which school boards are concerned entails more systematic and complete records than are to be found in a large majority of school records. Furthermore the collection of comparable data from various systems should be accomplished thru a central bureau and distributed from there to avoid duplication—this means a better financed national bureau which will be a real service in the standardization of every phase of school board procedure.

The Measure of the Administrator

Dean R. W. Fairchild, State Normal School, Stevens Point, Wis.

Successful school administrators are not made in a month or a year. There even exists in the minds of many a serious doubt as to whether they are ever made, but on the other hand a belief that they are born. Regardless of the manner or channel of attainment, there are fundamental requisites of a successful school administrator of all grades of educational activity from the village principal to the normal, college and university president.

No amount of education will make a school administrator if the essential qualities from the personal side be lacking and these essentials must be given even greater consideration today than ever before. A well known educator at the head of a large institution in the middle west remarked recently that he was even inclined to look at the personal side as predominant over the scholastic qualifications. Thus these personal elements mark a person favorably or unfavorably as the case may be in the mind of critics.

Temperament and Tact.

The element of even temperament should be a much sought for qualification of the school executive. His associates take their standard from him, disseminating the virtue of stability or the weakness of uneasiness. Thus the temperament of the administrator is reflected throughout the school system he directs. Meeting perplexing problems is a common task he must assume and handle with the minimum of friction. Just here enters the element of tact, so often the one missing quality of an otherwise successful executive. A "prescription" for securing tact has unfortunately never been supplied to the world so this very essential quality should be a treasured possession of the individual regardless of the vocation he follows. Not only the use of tact in mastering problems but the meeting of people forms an important part of the duties of the administrator. Genuine congenial dispositions, like tact, are inherent qualities and altho the possibility of cultivation along such lines exists, yet there is often considerable of the falsetto in such veneered individuals. This quality of congeniality is especially desirable among normal school executives in-as-much as the product of these schools is dependent to a large extent on the radiation of this quality as to the rating this product gets on the educational market, at least in the immediate vicinity of the school.

Many persons have been misled into considering a suave and politic manner as being the elements of tact and congeniality or at least as being worthy substitutes. A politic individual may seemingly bridge chasms of difficulty for his immediate needs but such bridges have never stood the test of time or the congestion of listless traffic that follows in the immediate wake of such administration. To avoid such pitfalls the element of firmness is a powerful antidote. Many school executives have weakened their position by not standing for purposeful school administration and still further by their apparent willingness to change their point of view to correspond with the last idea brought to their attention. Firmness is not obstinacy by any means but the school that is guided by the hand of the purposeless, fluctuating administrator is just as much at sea as the ship without a pilot, both being sure to be victims on the rocks of some unwelcome shore.

The austere, unreasonable executive finds no place in any school of today. Neither is there any place for the type of schoolmaster Goldsmith pictures as "e'en tho vanquished, he could

argue still." This is an age of co-operation and the furtherance of this principle in no wise detracts from organized, purposeful and firm administration, but on the other hand will tend to unify and even magnify the scope of the school. Happy indeed is the combination of the personal elements of even temperament, tact, congeniality and firmness in one individual—a combination to be much sought and many times found.

Clothes and Scholastic Degrees.

Clothes have never made a man but the neatness of person has ever been an asset to the individual in public life. The day has passed when brains and neatness of person travel even apparently divergent paths. Much of the otherwise wholesome and inspiring influence an executive may have on his fellow educators and students has been nullified by unkempt and unattractive personal appearance.

Certain scholastic qualifications are a recognized necessity. Leaving the demands as to the extent of such qualifications to the nature of the position, there still remains an essential program highly fitting to the executive. This program should not be one of extreme specialization for the work of the school administrator demands a working knowledge along several lines of curricula. Extreme specialization, especially today, has dangerous tendencies in that it makes for narrowmindedness, the formation and riding of hobbies and a selfish and non-co-operative spirit. A false impression has pervaded the scholastic world to an altogether too great extent, that the administrator must be a specialist in the field of education to the exclusion of most other subjects. Fortunately for the schools today this type of educator is slowly but surely being displaced by those having a foundation in various and numerous phases of other curricula. Thus the person with a knowledge in the field of education sufficient to apply the fundamental and necessary principles to the varying curricula, meets the requirements from the scholastic standpoint. Degrees are a valuable asset as a medium of exchange on our educational market. However, degrees are an indication of a means toward an end and not necessarily of a satisfactory result accomplished, for many persons without degrees are vastly more valuable to the educational world than many undeserving individuals chaperoned by degrees. However, the fact remains that degrees are utilized to indicate the amount of work done and must be used as some guide in the selection of educators.

"Selling Ability" of the Administrator.

Perhaps to many judges of school administrators the personal and scholastic sides would cover the chief essentials of the successful executive. But most certainly other elements enter in and to such a notable degree that the qualities of person and education should not be rated at over seventy per cent. The remaining one-third might be termed the selling quality for undoubtedly this portion is becoming recognized with ever increasing seriousness. This important one-third is the relationship of the administrator to both the school and the community.

Schools in the present day are becoming imbued with the same purposeful spirit that has long been prevalent in the commercial world. In fact there is a spirit of competition and friendly rivalry existing between schools of all grades that is certain to stamp a school as progressive, static or retrogressive, just in proportion as the school executive does or does not seize his opportunities. The administrator, particularly of nor-

mal and colleges, must therefore be able to place before the people of his territory, in various and forceful ways, what his school has to offer. The need today is not so much to show the value of an education as it is to guide young people into correct channels and thus decrease the number of misfits in life. With this spirit of competition, the school executive not awake to his problem and not gifted with the ability to get his particular proposition before the public, handicaps his school and in a great measure the city in which it is situated. With the high school the problem is one of just as forceful advertising program to reach with reason those persons in the upper classes that school attendance laws do not control and who so often leave school for little or no just cause.

Organizing the Schools.

Granting that the attendance has been obtained, there now remains the big problem of organization with all its varying and complex phases. Courses must be organized to meet real needs, dependent upon the nature of the school in question. The school administrator must absolutely be an organizer or he is a decided misfit and moreover a dead weight on his particular school system. His ability to organize will depend to a great extent on his own initiative, together with a keen sense of observation and appreciation of situations. Thus he may justly find reason to change courses in a school operating for some years or he may find a real problem in the formation of courses in a new school. Hopefully his ability to organize will reveal an important aspect in the form of the relation of the executive to his associate teachers.

School administrators should be masters of the situation at all times and conversant with the big problems, but the fact remains that an altogether too large number delve into the minor details and thus fail to recognize and grasp the important things that should claim their attention. They either fail to recognize the fact that their associates are possessed of capabilities for handling even limited phases of work or they admit their utter inability to select such helpers, for there are many such teachers to be found possessed with varying degrees of efficiency along particular lines. Again, the organization idea makes possible the attention of the executive to the big problems, for human beings have their limit of capabilities. The spirit of the school head should be that of co-operation and coordination rather than selfish imperialism; democracy and not autocracy.

The Teacher Problem.

Every executive in the school is confronted with at least the partial responsibility of the selection of his teachers and mistakes are unfortunately often made. Fortunate is the administrator, however, who is able to read human nature and measure the candidate for the position, thus reducing his mistakes to a minimum. Unfortunate is the school possessing the executive who has not the courage to rid himself and the school of the teacher who is a drawback to the institution, thus exercising a higher and farther vision of the welfare of the school rather than the mitigation of the minor unpleasant personalities. Many schools have been ruined by the toleration of such parasites. Especially does this problem of teacher selection become momentous in the filling of new positions and still more in the selection of faculties for new schools, for unquestionably this selection will either make or break a new school, dependent upon the nature of the choice. The history of

many schools would have been entirely different as to size, character of work and general prosperity had there been a better choice of faculty by the school head. But unfortunately, no one person is gifted with ability to keep from making some mistakes and the only thing that can be sought for is to reduce the number of such mistakes.

The big element that is lacking among fully seventy-five per cent of school executives is the interest in student activities. The successful executive is one who has not merely a passive interest along such lines, but a genuine interest born of having actually participated in at least some activities. Not just a sanction of such activities but an enjoyment in seeing them brought to a realization in their best form by the students of his school, being present both in body and in spirit to witness them. Such activities are those of athletics, oratory, debating, literary societies, musical organizations of all kinds, dramatic organizations and others that conditions in certain schools and communities might make feasible. Interest in the necessary social life of a student body must be shown by an executive if the academic work of the school is to be of the greatest value and accomplished with ease, for it will always be true that "all work and no play makes Jack a dull boy."

Alertness to New Problems.

The line of demarcation between the progressive and static school head of present times is a line dividing those awake to the problems of the day from those content to travel with the minimum of exertion, both physically and mentally. Not only must he be able to realize these problems but he must be in position to utilize their solution for the betterment of the teaching profession in general and his own school in particular. It will stand repeating that today we are traveling at an extremely fast pace. The executive who is to be of the most value anywhere must be one who thinks in exceptionally large units, a habit not easy to form in view of the great problems confronting us in so short a period of time and made even more difficult because of a lack of training on the part of many school administrators.

For example, the executive is failing to grasp one of the great problems when he overlooks the present day ideas and ideals toward which we are striving in the field of hygiene and sanitation, upon which the future of this country physically, mentally and morally rests. He is in a sense a slacker if he is not at the present time making some plans to assume his share of the burden in the handling of the great after-war problems. That will be the time when every administrator will be put to the acid test as to whether he is alive to his opportunities, and most certainly no school wishes to be so unfortunate as to be handicapped by an inert, passive and, yes, even lazy school head. To prepare to meet these new conditions it behooves executives to gain all possible ideas and this is best accomplished by affiliation with and attendance at conventions and other school meetings. While it is to be regretted that many such meetings fall far short of dealing with practical measures of the day and may even be dominated by an air of politics, the value of exchanging ideas and coming in contact with persons engaged in similar or even different lines of work, cannot help but broaden the schoolman and make for progression rather than stagnation. The obsolete educator is the one who is never interested in such organizations or who thinks his ideas the peer of any he might get at such meetings.

A Community Leader.

The place of the school head in the community cannot be overlooked. The surest way for a

community to hold aloof from the school is thru the attitude of its school leader. No matter what the nature of the school may be, there must be a close relationship existing between the school and the community for unquestionably both will benefit from such a condition. The community has a right to expect assistance from any of its people and much more so from persons hired to take charge of the education of their young people. This is even more apparent in the case of colleges and normal schools for the president of such schools should, yes, must have sufficient interest in the prosperity and progress of the community to help in anything for its betterment. The school forms an important unit in the life of every community and its administrator should be willing and ready to serve the community at its call. Too many school executives labor under the feeling that they are only in the community for a temporary period of time and that the less work outside of the school they can do the less effort on their part will be required. Such school executives are generally only temporary ornaments for no community is looking for an educational parasite. The interests of the community should be his interests as much or even more than if he was engaged in some commercial business in that vicinity. He should indeed look for opportunities to serve and not merely wait until opportunity perchance meets him.

The school executive by the very nature of his work must be able to express himself in both verbal and written form. To get school matters as well as other subjects before the public it is highly desirable that he be able to express himself fluently and forceably so as to command attention and respect. Further, he needs this quality to take his part in discussions and in handling subjects on programs of various meetings he should attend. Not a "gift of gab" but a concise expression of worth while thought. To have ideas is but one phase, and the other is to get them before the public. Speaking, together with writing at times, form the agencies to best bring this about. All schoolmen should strive to reach as high a degree toward perfection in the art of speaking so as to be able to assume their part in the presentation of the many aspects of their own as well as other matters of importance to community, state and nation.

The Ultimate Test: Results.

In general, school authorities today are not looking for "job-holders but result-getters" as a well known general recently said. Men of ability who can accomplish real and lasting results go far toward meeting the requirements of educational boards. The successful school administrator is not an impossible ideal. He is a well-rounded, whole-souled, evenly-developed individual imbued with confidence and possessing in addition to his other qualifications a considerable amount of common sense. Whatever may be his particular strength or weakness, he must be measured by his real service value to his school and his community. He must not over-develop his strong points but he must make every endeavor to correct and strengthen the weaker elements and thus strive toward a high level of efficiency. No man is perfect today but the man without ambition to so order and modify himself in an attempt to approach closer toward this goal, has no place before the public in the capacity of a school administrator. The effort put forth to attain this goal will be rewarded by the recognition, respect and ultimately the results obtained. It is then, and only then, by purposeful thought and earnest endeavor that he can bring to the people he serves what they have every right to expect—a worthy leader and a co-operative agent in school and community.

Harrisburg, Pa. The attorney general's department of Pennsylvania has advised the state board of education that, since the passage and approval of the school code, a school board does not have the right to enter into a contract for the construction or reconstruction of a school building, if the plans and specifications in connection therewith have not been submitted to the state board for inspection and suggestion, unless the buildings are being built according to plans and specifications furnished by the state board, in accordance with section 616 of the school code.

If a school board does not carry out the recommendations made to it and in consequence the building is unsanitary, the construction unsafe, or the heating and ventilating system not in accordance with the Code requirements, the Superintendent of Public Instruction may condemn the same and upon failure of the Board of School Directors to remedy such condition he shall have the right to withhold and declare forfeited all or any part of the annual appropriation apportioned to such school district.



AN HISTORIC SCHOOLHOUSE.

The red brick structure at the right is the Daniel Lathrop School at Norwichtown, Connecticut. The school was founded in 1783 and is maintained as an historic relic. It is in better physical condition than many rural schools which are in daily use. The building at the left is the Joseph Carpenter store, built in 1772.

Records, Accounts, Reports, Etc., for the Village School

Dr. Ross L. Finney, State Normal School, Valley City, N. D.

It is quite customary nowadays in writing on the administrative phases of education to liken the school to a business enterprise. While it is invidious to compare the ultimate spiritual results of teaching with the material products of manufacturing, nevertheless there is a certain similarity between the two enterprises. Both involve the expenditure of money; both aim at results which can, even in the case of the school, be measured with more or less accuracy. There is a certain sense, then, in which the administration of a school is a business enterprise, and the principal a businessman.

It is well, therefore, for the principal to think of himself not only as a teacher, but also as an *entrepreneur*. For he is managing a public business involving a greater outlay than all the other public enterprises of the village combined. Without sacrificing the educator's point of view he should try to acquire the business manager's point of view also. This he can do by associating and conversing with men of commercial affairs, reading their magazines, and making an incidental study of accounting and business efficiency. President Thomas of Middlebury College says that the school superintendent should be the best informed man in the community on the business side of all public enterprises. Instead of being, as he is popularly supposed to be, a kind of idealistic dreamer, in favor of the expenditure of public money for anything that sounds like reform or progress, without regard to what the city can afford, he should be in all matters of public business one of the wisest and most hard-headed men in the community. This President Thomas thinks is the road to trustworthy and trusted leadership in public education.

If school management is to be put on a scientific basis the superintendent must have accurate knowledge of costs and results. This involves two sorts of accounting: financial and pedagogical.

With respect to both of these considerable valuable material has been written during the last few years. The most important of these is the Report of the Committee of the National Education Association, on Uniform Records and Reports. This report has been reprinted by the University of Chicago Press, and by the Bureau of Education as Bulletin No. 3, 1912. It was an attempt, as the name suggests, to outline a plan that could be followed by schools all over the country so as to furnish comparable figures as a basis for reliable statistics. In devising for his own use a scheme of records and accounts the

principal should secure and study this bulletin, following its suggestions so far as they can be harmonized with the requirements of the state department and with the conditions in a small system. Indeed the devising and furnishing of forms and of blanks for school accounting is a matter that should be worked out by state departments, and has already been undertaken by some of them. The easiest way to follow the advice given in this article ought to be merely to use the blanks furnished by the state superintendents, but in states where this cannot be done the principal may easily supplement the blanks furnished by the state with those of his own devising.

The basis for what we have called pedagogical records is the ordinary attendance and grade records kept by the teachers, including (a) the daily register and (b) the class book. The latter is often neglected, and indeed unavoidably so in schools where teachers have a large number of classes. W. C. Bagley remarks in this connection: "While elaborate bookkeeping should be avoided it is a simple matter to record at the close of each day a numerical estimate of each pupil's work in different subjects." If this seems impracticable, to do so once a week would be far better than to keep no such records at all. Some teachers find it more convenient to keep class records on small cards, one for each pupil, than to keep them in the conventional record book. As previously pointed out the scholarship records of pupils will become increasingly reliable and scientific as more and more use is made of educational measurements.

The National Education Association Committee recommends that "a cumulative record card should be kept for every child throughout his entire elementary school career. A card is suggested for this purpose, which we reprint herewith (Fig. 1). This card is rather meager in detail, the committee apparently fearing that additions would give rise to disagreement and so decrease its chances of universal adoption. Pending the general adoption of this or some other card, the writer recommends a larger card containing more detailed information. Thus the item of "health" could be subdivided to provide for such items as eyesight, hearing, condition of teeth, physical deformities, nutrition, home environment, family characteristics, serious illness, or any other items that would enable successive teachers to deal intelligently with the pupil from the start. The item of "scholarship" might also be subdivided to show record of scholarship in each of the subjects of the entire elementary

course. The reverse side of the card could also provide for additional information, such as reasons for non-promotion or withdrawal, and any other matters worthy of record.

For high school students a similar card should also be kept. It would be possible to enlarge the elementary card so as to contain the high school record also, but a separate card would be preferable. It should contain information similar to that of the elementary card; however it would be necessary to show what high school subjects had been pursued, with the grade in each, because these are so often asked for by other schools to which students go later. It should also contain a brief summary of the elementary

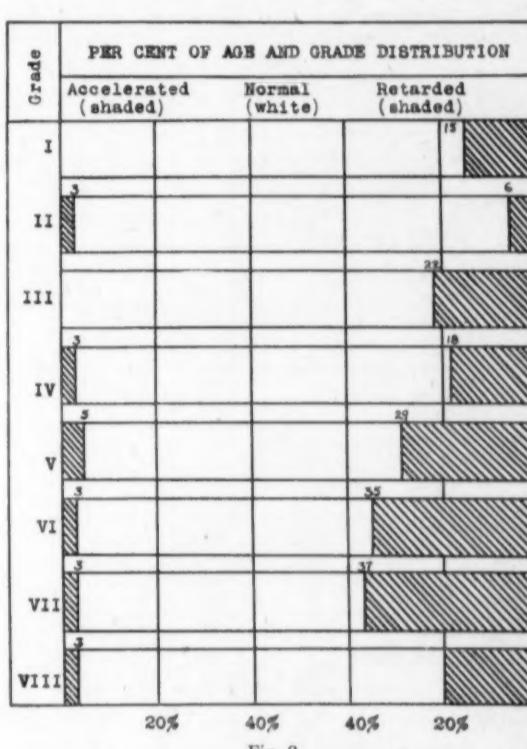


Fig. 2

school record. It might have room left for some record of progress after graduation.

It would also be a fine thing to keep on file a card record of all graduates and withdrawals (except in the case of pupils removing to other similar schools). If such a record could be posted up annually it would show the progress thru life of the entire school product. Of course this would be a task of too great magnitude to be undertaken by the school teachers and officers, but it might perhaps be done by the volunteer service of some of the younger alumni.

It will be observed that these cards furnish a

1 Last Name	2 First Name and Initial * _____	Elementary School Record System ADMISSION, DISCHARGE AND PROMOTION CARD
3 Place of Birth	4 Date of Birth	5 Vaccinated
6 Name of Parent or Guardian	7 Occupation of Parent or Guardian	
Nativity of Parents		
8 RESIDENCE. [Use one column at a time. Give new residence when pupil is transferred]		
9 DATE OF DIS-CHARGE		
10 AGE Years Months		
<p>When a pupil is permanently discharged to work, remain at home, or because of death, permanent illness, or commitment to an institution, this card is to be returned to the principal's office and a full statement of the cause of the pupil's discharge is to be made in</p>		

FIG. 1. ELEMENTARY RUBRI'S RECORD.

great variety of information for the instructional statistics that might be needed for the principal's annual report, for state and national departments, for students of education, or for other purposes. If the principal himself is a student of the school surveys that have been made in various cities they will surely suggest various studies that he can make of his own school if he keeps records from which data are easily obtainable. As soon as such village principals become numerous enough comparisons will become common, standards will be set, and village school administration will rapidly advance to a professional basis.

One of the most interesting suggestions, for instance, that the studious and professionally ambitious young principal will find in the city surveys is the age and grade distribution tables.

AGE	GRADE												Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
6	17	1											18
7	6	22	0										28
8	4	7	14	1									26
9		2	4	19	2								27
10			5	8	13	1							26
11				8	15	16	1						37
12					1	7	12	9	1				30
13						8	4	10	14				33
14							1	7	10				18
15								4	8				9
16								1	0				1
17									1				1
18													
19													
Total	27	32	23	34	41	34	32	31					254

Fig. 3.

(Figs. 2 and 3.) Of such matters he should be a diligent student.

From instructional statistics the principal learns accurately (so far as it is measurable) what the products of his business are. The financial accounts show what the expenditures have been. In small schools it is customary for these accounts to be kept by the treasurer and the clerk in blank books purchased for the purpose or furnished by the state department. As a rule the principal seldom or never sees these records; in fact, in most cases it does not occur to him that they are any of his concern. But they are. If school accounting had as its only purpose to keep tab on the officials so as to see that they handled the school funds honestly, such accounts might not be of much interest to the principal. But they have two other purposes. They show, in the first place, the educational policy of the school, and, in the second place, they reveal the efficiency with which the work is being done.

This first may be illustrated by some oft quoted sentences of Supt. Spaulding's, then of Newton, Mass., in his paper before the Department of Superintendence in 1913: "Of every dollar so expended (i. e., for secondary instruction), 0.3 of one cent goes for Greek, while 15.6 cents goes for English. We buy 0.4 of a cent's worth of instruction in vocal music while buying 12.1 cents' worth of instruction in mathematics. We think it best—or are we doing it without thinking?—to buy 7 cents' worth of French for every three cents' worth of German; and we are buying no Spanish at all. We are spending 5.1 cents for instruction in household arts—in the preparation of girls for homemaking—to 6.1 cents for instruction in commercial branches—in preparation of girls and boys for clerical and business service." One reads between the lines that Supt. Spaulding was not entirely satisfied with this policy, but preferred

instead a policy that would spend relatively more for Spanish and household arts. It suggests, too, a pretty effective way that the principal might argue his policy before the board.

The second purpose of financial records can be illustrated as follows: cities vary greatly as to expenditure per pupil-year. There is a presumption that a town spending \$98.51 per pupil in average daily attendance for one year is furnishing better facilities and getting better results than one spending \$31.66. Gradually, as records are more carefully kept and more diligently studied, the per pupil-year cost will tend to become standardized. Then schools whose expenditures are similar will be able, by comparing instructional statistics also, to judge their relative efficiency. In somewhat the same way the different rooms in the same village could be compared if the accounting furnished the data, and also the various departments of the high school. And these things are but samples of many ways in which school accounting, if sufficiently detailed so that unit costs of various kinds can be computed, will help to measure efficiency.

It is because school accounting can be made to serve these two purposes that the principal should have a hand in it; and by the way, he can put these purposes forward as an argument for getting it into his hands. For, as a matter of fact, the principal should himself be clerk of the board. The small stipend universally paid to the clerk is practically wasted, and should be saved or diverted to the school. The principal can afford, if necessary, to do the work of the clerk without pay in order to effect the change. He will not find it an onerous addition to his duties, and to have the clerk's accounts in his own office will add to his professional efficiency and the effectiveness of his work. The right thing to do, however, is to make the clerk's stipend pay for clerical and stenographical assistance in the principal's office. It will not, of course, employ an assistant on full time, but some part-time arrangement could usually be worked out by combining these clerical duties with the other duties of some member of the staff. School boards, moreover, should face the fact that the principal needs relief from some of the detailed routine work of his office if he is to serve the community as teacher and educational leader. The clerk's salary should be made to help solve this problem. This arrangement is already in use in many progressive schools.

The financial record books furnished in blank by the state department have as a rule been quite inadequate to the requirements of scientific accounting. First, they put the whole matter of school accounting on a cash receipts and disbursements basis rather than an income and expense basis. As a result they do not show when the schooling paid for was received. In other words, it is difficult or impossible to compute from them the precise expense of any given year's school. This indefiniteness arises from two facts: (1) the date recorded is that of the transaction (not that when the expense was incurred); (2) there is no clear distinction between maintenance (i. e., repairs, replacements, etc.), and capital outlay. The latter is an investment, of course, in future, not current, education. Second, they do not distinguish between the kinds of expenditure, such as administration, supervision, instruction, operation, maintenance and permanent improvement. It is, therefore, impossible to collect accurate statistics on these phases of education. Third, they do not provide the necessary data for computing unit costs. Some principals desire to report the cost of each grade in the elementary school, and each subject in the high school. This the records do not show.

No blanks that meet these needs for a small school have so far as the author knows, ever been devised. The problem has been solved, in part at least, for large schools; and concerns that manufacture blanks and record books carry their advertisements in some of the educational periodicals, particularly the School Board Journal. But for the small school this, like practically all other administrative problems, has been neglected. We are, therefore, offering herewith a set of blanks which we hope will meet the needs. The one for the clerk (Fig. 4) provides for all the items called for by the Bureau of Education. Its unique features are the provision it affords for distributing the amount of the warrant (e. g., the principal's salary) among the various headings and its provision for computing and recording depreciation. No provision is made for either of these things in the blanks prepared for the use of city schools.

The blank for the computation of unit costs (Fig. 5) provides for computing the cost of each grade in the elementary school and each subject in the high school. The computation for which this blank is available can be made in greater or less detail as the principal may desire. The enterprise of computing unit costs is in harmony with the pedagogical movement of the times for standards of measurements. Just as the educational measurements movement aims to measure the products of the education factory, so financial measurements would measure its costs. If one is valid the other is equally so. Most professionally minded schoolmen will agree that it is worth while to devote some time at least to such bookkeeping.

He will think so because of the use to which both financial and instructional statistics can be put in engineering the policy of his school. This use will focus in the annual budget and the annual report to the public. A few words need to be said about each of these.

Professor Baker quotes from Mr. Mason, secretary-treasurer of the St. Louis board of education, the following definition: "A budget is a financial statement, covering a fiscal year in advance, showing the anticipated revenue and appropriations of a body having control of the distribution of public funds." In very few small towns is a school budget prepared in any systematic fashion. Baker insinuates that the majority of school board members do not know what the word budget means. As a rule they make a lump estimate about equal to the amount expended the year before, perhaps a little larger or a little smaller as they may guess will be needed, and levy a tax that they think will produce the amount. But this is poor business method. If school administration in small places is to be put on a scientific basis, and a professional policy outlined and developed, the budgetary plan should be adopted. And the principal should take the lead in the matter; indeed, the budget should be prepared by the principal and approved by the board. State law ought to authorize the superintendent to prepare and present to the board, and require the board to publish, a budget. Obviously the principal's policy must be financed; and if the board disapproves the principal's budget, which they of course have the right to do, they thereby disapprove his policy; for the budget is the financial expression of the policy. The more clearly he conceives his policy the more definitely he will desire to express it in dollars and cents; and the more definitely he figures it out in dollars and cents the more clearly he will himself conceive it. And the more definitely he conceives his policy, the reasons for it, and the cost of it, the more successful he will be in convincing his board and the public that it ought to be carried out.

Strayer recommends the following proportion of appropriation for the various items in the budget:

	Per cent of Total	Per cent of Total
Teaching and supervision		
from	70	75
Supervision alone	7	10
Teaching alone	60	68
Janitors' salaries	5	7
Textbooks and supplies	4	6
Fuel	5	7
Repairs	3	5

However, he recommends "that cities spending a relatively large amount per pupil should spend a relatively larger proportion for teaching and supervision, and for textbooks and supplies; while the proportion spent for fuel, repairs, and janitors' salaries should increase much more slowly."

These figures may be accepted tentatively as a budgetary standard for village schools, tho nobody knows what the average practice is nor what the standards ought to be. The first could be ascertained approximately for any given section by tabulating such statistics as are available from a considerable number of typical towns. The second can be determined only by a comparative study of unit costs and educational results in a large number of schools where both financial and instructional statistics have been intelligently kept for a considerable time. In other words scientific standards of expenditures wait upon the growth of the professional attitude of principals.

If the principal is to succeed in developing his policy he must have the backing and support of the people. To them his arguments must, accordingly, be presented; and they will consist, in part at least, of the facts revealed by his statistical and instructional records. His problem is how these facts, and their bearing on his plans can be presented to the public in a way that will create public opinion.

It is customary for city superintendents to get out annual reports. This is a practice that might be followed to advantage by the village principal; tho unless he can succeed better than the average city superintendent does in getting them read by the public, it is hardly worth while. It is well for the board to adopt the report and put it out as the report of the board of education. It must not be too long; it should contain the most salient facts, both financial and instructional; and they should be interpreted so that the reader will see the conclusion to which

CLERK'S FINANCIAL RECORD					PAGE 1				
EXPENSES INCURRED FOR THE FISCAL YEAR ENDING 19					I GENERAL CONTROL				
WARRANT	TO WHOM ISSUED		AMOUNT	BOARD OF EDUCATION CLERKS OFFICE	SCHOOL ELECTION SCHOOL CENSUS	EDUCATIONAL ADMINISTRATION	OTHER EXPENSES	TOTAL	SUPERVISION
No	Date								

PAGE 2				
INSTRUCTION II				
SALARIES OF TEACHERS	SUPPLIES USED IN INSTRUCTION	TEXT BOOKS	OTHER EXPENSE OF INSTRUCTION	TOTAL

PAGE 3				
III AUXILIARY AGENCIES				
LIBRARY	LECTURES OTHER AUX. AGENCIES	TRANSPORTATION	OTHER EXPENSES	TOTAL

PAGE 4				
IV OPERATION OF PLANT				
JANITOR WAGES & SUPPLIES	FUEL	WATER LIGHT POWER	OTHER EXP OF OPERATION	TOTAL

PAGE 5				
V MAINTENANCE OF PLANT				
REPAIR & UPKEEP OF BLDGS. AND GROUNDS	REPAIR AND UPKEEP OF EQUIPMENT	INSURANCE	OTHER EXPENSES	TOTAL

PAGE 6				
GRAND TOTAL	VI (D) DEPRECIATION OF PLANT (ESTIMATED)	FINAL GRAND TOTAL (D) CURRENT DISBURSEMENTS	CURRENT DISBURSEMENTS	RED INK

PAGE 7				
VII CAPITAL OUTLAY				
LAND	NEW BLDG ADDITIONAL EQUIPMENT ALTERNAT. ETC.	TOTAL	SHORT TIME NOTES	BONDED DEBT PRIM. INT.

FIG. 4. OUTLINE OF CLERK'S FINANCIAL RECORD FOR SMALL SCHOOLS.

This register is designed to serve the double purpose of (1) recording cash disbursements and (2) estimating current expenses. The several subdivisions or "pages" may be arranged on one wide page of a record book or may be spread to extend over two adjacent left-and-right pages. In order to insure accurate results the following instructions must be observed:

(a) All disbursements involved in the year's expenses must be listed in the year's record, even tho the actual payment (i. e., date of warrant) falls outside the year.

(b) The total amount of the warrant will always be set down in the first column following the entry "to whom issued." The amount will then be distributed in the columns at the right also. In some cases, e. g., coal, the entire amount will go to a single column; in other cases, e. g., principal's salary, will be divided among several columns.

(c) The principal's salary must be apportioned among the items of Educational Administration, Supervision and Teaching. This distribution may be made by estimating the per cent of the principal's time that is devoted to each, at such figures that the three products (time by price) will equal the principal's salary.

(d) The cost of the year's schooling includes depreciation. This must be estimated. Have the Board or a committee appointed by the Board appraise the (1) value and (2) life of different classes of assets. If a building, e. g., is appraised at \$10,000 and its life estimated at twenty years its annual depreciation is (\$10,000 divided by 20) or \$500. The entry should be in red ink to distinguish it from cash payments.

(e) But the total estimated depreciation will be set down in the column provided only in case there has been no cash payment for maintenance of plant. From the estimated depreciation subtract the total cash payments for maintenance and set the remainder down to estimated depreciation. The reason for this is that replacements extend the life of the plant.

(f) Capital Outlay and Payment on Indebtedness are not chargeable to the year's expenses, only the estimated depreciation on the same.

they point. The pages should not be solid blocks of printed matter, few people will read that; the facts should instead be presented as much as possible in graphic form. Brinton's "Graphic Methods for Presenting Facts" is a book full of valuable suggestions along this line. These reports can be mailed to patrons, handed out to the older pupils, or distributed at parent-teachers' meetings.

It is not necessary, however, to limit the use of printer's ink to the annual report. The material it contains, and other material as well, can be published, bit by bit, in the local weekly.

The editor will accept it with a sigh of relief—it fills up his space! A presentation of facts and policies, graphically illustrated, might well be worked into the commencement program. In many places the house would be filled if an extra evening were devoted principally to it. Indeed the commencement program could profitably and successfully be extended over several evenings, as is the custom at small colleges, thus affording an opportunity to present to the public this and other valuable material.

As is no doubt well known to the reader number

(Concluded on Page 35)

THE ELEMENTARY SCHOOL									
WARRANT	AMOUNT OF ENTRY IN CLERK'S BOOK	TOTAL							
		KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE
		% AMT	% AMT	% AMT	% AMT	% AMT	% AMT	% AMT	% AMT
I GENERAL CONTROL									
II INSTRUCTION									
IV OPERATION OF PLANT									
V MAINTENANCE OF PLANT									
VI AUXILIARY AGENCIES									
VII CAPITAL OUTLAY									
TOTALS.									

FIG. 5. DISTRIBUTION RECORD FOR FIGURING COST OF INSTRUCTION.

A similar record is maintained for the high school except that the costs are estimated for subjects instead of grades.

THE ELIMINATION OF THE SCRAP HEAP

A Superintendent's Wife

Occasionally one has the good fortune to find a teacher who has the faculty of eliminating the trouble from a troublesome boy. Here is Jim, whose educational voyage has been marked by squalls and general rough weather. Perhaps he is nearer the truth than he realizes when he writes

My teacher has a mad on me
Because I am not good;
I am not good because, by her
I am not understood.

In the sixth grade shipwreck is averted only by transferring Jim to the same grade in another building. By some God-given or woman-developed gift that new teacher seems to understand Jim and to know just how to fit him into her school life, or rather, how to fit her school life to him. When the superintendent happens into that room some time later, there is James, a bit less unkempt, much improved in manners and class standing, alert, happy, and anxious to do the right thing. It is what the superintendent expected. This teacher has never yet pronounced a boy incorrigible, nor sent one from her room to the scrap heap. A number of such teachers come to my mind as I write.

Now and then one finds a superintendent who has the same success with his faculty. Each year's newcomers include some who could easily be headed for failure; but few who come under his influence ever reach the scrap heap, while a goodly proportion secure positions of responsibility in the best school systems of the state.

I believe the fundamental element is the same in both cases—a study of the newcomer as an individual, a profound faith in his possibilities, and a sympathetic interest in his success, professional and personal. The failure or success of a teacher or a principal is very largely made up of failure or success in individual cases.

It is hard for us to get away from the idea that supervision means judging and criticising. Visiting a teacher twice a year to see if she is worth retaining is not supervision any more than walking out to see if the neglected potatoes are worth digging, is farming. Supervision ought to be *super vision*.

Life is rich in possibilities for every boy and it is a serious thing to let him go to the scrap heap. It is fully as serious to allow (or to help) a teacher go there. Every time a teacher fails with a boy it reflects no credit on her; every time a teacher turns out a failure herself it is no credit to her superintendent. I have seen pathetic cases where young teachers full of possibilities were allowed to blunder along until, thru sad experience, they evolved an uneven rut in which they remain, mediocre, when a little constructive supervision at the proper time would have started them on quite a different path. Every teacher however efficient, however poor, however experienced, is benefited by good supervision.

When, as a child, I looked at the pictures and maps in my brothers' geography, one section of our country was labeled The Great Western Desert, and described as "desert country, growing only sage brush, cactus, and rattlesnakes." Since that day men have made a study of the desert, brought proper influences to bear, developed the natural resources, and now we have homes, fruit trees, grain fields, where formerly stretched the waste. The men did not change the soil, the climate, the general character of the land; they made a study of its needs, introduced a few new ideas, and redeemed to fruitfulness this large area of our geographical scrap heap.

In our present effort to provide more food for

the use of a stricken world, we are not trying to add to our country's acreage but to redeem the neglected places and to increase the productive power of all.

Civil service, business houses, various forms of war service, offer such inducements to young women today, that schoolmen feel great concern over the shortage of teachers; therefore it is specially urgent that we retain what we have, prevent any waste of energy, and bring all up to the highest efficiency.

"I'd like to see any one improve Miss A. It is impossible." You know what Emerson Fosdick says: "The only difference between the difficult and the impossible is that the impossible takes a little more time." Miss A must be reached thru *the best* quality she has. However incapable she is she has *a* best. It may be neatness, a merry voice, "a way with boys," a pleasant disposition, or one little good stunt in teaching. Insignificant tho it be that best must receive due recognition and she be encouraged to bring all her work up to that little best. This is what we expect a teacher to do with her pupils; it is what we have a right to expect a superintendent to accomplish with his teachers.

A friend of mine was asked what she would do if she were married to a man who was nine-tenths selfishness. She promptly replied, "I'd bend all my energies to working the other one-tenth."

Let us go back to Miss A, who is "not as other teachers ought to be." She is untidy, so is her desk and her room; she is noisy, therefore her class is noisy; in scholarship and method she leaves much to be desired; but she has a pleasant disposition, and the children like her. When men set out to redeem our western desert they did not hold a meeting for the purpose of complaining because there was no moisture; they studied the possibilities and the needs, then rolled up their sleeves and set to work to bring to the thirsty soil the one element it lacked. Our job today is not to deplore the dearth of perfect teachers, but to fall to, and develop the best possible teachers out of the material at hand. Without ignoring her faults Miss A's one good trait is our starting point. Perhaps no one has ever taken enough interest in the girl to compliment her on her one asset, perhaps no one has ever cared whether she succeed or fail. A few years ago a little woman took charge of the public school in a desolate section of New Mexico, ninety miles from the nearest railroad. An old barn with no floor but the beaten earth, no furniture but a shelf around the side of the shack to serve as seats, represented the equipment. She interested herself not only in her pupils but in their parents, encouraging them to learn to read and write. One evening a poor, toil worn man proudly brought her his home work—a slip of paper with his name, saying, "Look what I writ without a copy. I could 've writ long ago if some one had cared."

The great majority of teachers are anxious to do the right thing, but one of *the* duties of the superintendent is to help them find the way. We do not put a young horse into harness then stand back and let him wear himself out. We give him gentle and firm and patient guidance. It is just as wrong for a superintendent to take his ease and allow a teacher to blunder along unaided as it would be for a teacher to sit in her chair and let her pupils find the way to learn. She is there to help them; he is there to *help her*. A schoolman of national reputation said to a body of educators, "One of the highest duties of the superintendent is to bring new ideas to

his teachers. *Good supervision* is what our schools need, the principals and superintendents do not do their work nearly as well as do the teachers. Seeing people do things well is inspiring. Teachers learn far more by seeing a lesson skilfully taught than by having their work criticised." He spoke of the psychology behind the fact that in many trade schools the teacher "sets the copy." A superintendent can not be expected to excel in every department of his work, but he can make it possible for his teachers to see those who do excel, by helping them plan their visiting days, by having some of his ablest teachers conduct classes at group meetings.

Teachers need advice, suggestions, sympathy, and above all, encouragement. I wonder if there is a human being on earth so degraded or so exalted as to be indifferent to the opinion of his fellows. Our dogs enjoy praise; our horses respond to the confidence we whisper into their ears; the man from New Mexico "writ" his very best because the new teacher cared. I heard a state superintendent say "We school people have too great a tendency to knock. The teacher can make the school influences so depressing that the child can't produce" and the supervisor can repress the teachers in the same way. When a girl has done her very best, no matter how poor the result, she needs and deserves *commendation* as well as criticism. When that man from New Mexico showed the teacher what he had "writ" do you suppose she told him, first of all, how far from perfection his effort was? I believe that businessmen appreciate the value of the word of approval far more than schoolmen do. Frank A. Vanderlip, John Wanamaker, Henry Ford, and scores of others are generous with words of praise.

A teacher of many years' experience wrote me "The difference between success and failure is often very small. With the beginner it is sometimes a matter of a few words of encouragement." Several years ago this same teacher felt that she must give up her work on account of the many new requirements and her imperfect health; but the advice, and especially stimulating encouragement of her superintendent gave her a new lease of life. She attended summer schools, is giving, and will probably continue to give for some time to come, most efficient service. Not a dozen miles from her building a young man is in charge of a school which no girl could take as there is no boarding place available. He is a native of the district, with a limited education, but he is doing superior work in his school and in the community, and this is made possible only by the help he has had from those *whose business it is* to help him. By encouragement, advice, and a high grade of supervision these two teachers have been held for communities which could not command anything like the same quality of teacher in the open market.

By being over criticised a girl may be made so conscious of her limitations that she "fails because she fears to fail." On the other hand I have seen girls achieve marked success largely because they felt they could not disappoint the faith of their superintendent. They succeeded because he expected them to succeed. "Not what he does, but what he stimulates," counts in a superintendent.

In "The Fortune Hunter," when the kindly old druggist beamed his admiration of the young fellow's business tactics, amateurish as they were, you recall how the young man responded

by really developing business ability rather than disappoint the confidence of the old man.

I recall hearing a cousin of my mother's tell how, when she was an ungainly, growing girl her entire family made fun of her awkwardness. Whenever there was an unusual commotion one of the boys would say "Oh, it's only Mary stumbling." Once when a young man came to take her for a ride she was so conscious of her peeping, ridiculing brothers that, when she was helped into one side of the sleigh she fell out on the other. But one happy day a friend came to visit the family, a tall, graceful, attractive woman. She complimented Mary on her strong, healthy body, her beautiful hair, and encouraged her to be proud of being tall. She told how, from that day she gained confidence in her-

self. When I knew her she was a beautiful, queenly woman.

I said "Above all, encouragement," but there is one stimulus that I would place higher than encouragement—example. Consciously or not, willingly or unwillingly, every superintendent exerts an influence over the members of his school from the greatest to the least, and it remains for him to say whether it shall be for better or for worse. If he wishes his teachers to be punctual, properly groomed, courteous, well poised, with high ideals, he himself must be the first to qualify. The man who desires a cheerful school atmosphere must take the lead in creating it.

Business houses are putting forth extra effort to hold their good employees, improve the ordi-

nary, and develop the fledglings, by means of pleasant surroundings, healthful conditions (many firms provide hot lunches, rest and recreation rooms, and opportunities for study), by showing appreciation for good work, and by rewarding faithful service with just pay.

If the market afforded an abundance of teachers so that one could "take the best and leave the rest" the situation would not call for so much watchfulness; but with the present dearth, when schools are obliged to take the good, the bad, and the indifferent, the superintendent who can hold on to the good, "make the indifferent different," and start the poor teacher on the up grade, is the superintendent who will keep his teachers, his boys, and himself out of range of the scrap heap.

Business Methods and Standards in Education

William Orr, New York City

There is an increasing demand by both laymen and schoolmen for tangible evidences of results in education. Investigations made within a decade reveal an earnest desire to establish and maintain standards and measures whereby to test the work and results of schools and colleges. Many years ago a study was undertaken by Dr. J. M. Rice. His conclusions were presented in "The Forum," and attracted wide attention. Dr. Rice undertook to standardize methods in the several subjects, and to determine those which secured the best results with the greatest economy in time and effort on the part of teacher and pupil. He went even further and attempted to classify the city school systems of the country on the basis of relative excellence.

The Sage Foundation, thru an exhaustive study of retardation of pupils, has sought to measure educational efficiency. Higher institutions of learning have been critically examined by the Carnegie Foundation, and the results presented in Bulletin No. 5, Academic and Industrial Efficiency.

One might go even further and call attention to the criticisms of Flexner, of Birdseye and of Col. Larned, and the notable surveys of school systems of states and cities, but sufficient to say that all these and other movements of like kind indicate a growing disposition to examine school methods and results from the standpoint of exact business.

Among schoolmen there is a natural desire to secure means whereby positive valuation may be had of the results of public school instruction. In fact, each teacher, principal and superintendent has his own standard whereby he instinctively measures his work. It is no exaggeration to say that there are as many standards as there are individuals engaged in the work. Therefore, such measures of efficiency vary widely in character and are of little value in forming any general conclusions regarding the work of the schools. Only by consensus of judgment, gained from the study of a large mass of data from many sources, can adequate means of testing be obtained.

Dr. W. T. Harris, when United States Commissioner of Education over twenty years ago, compiled data from which he drew conclusions which certainly establish an interesting relation between the amount of schooling given in different states and countries, and per capita productive capacity. He showed that the earning power of individuals in different states and nations varied almost directly as the per capita expenditure for education. (With all due respect to Dr. Harris, however, one cannot agree that his figures warrant the conclusion that the larger economic return was altogether due to the provisions for schooling.)

The Search for Standards.

The persistent search for definite standards and units of measurement is one result of the growing importance attached to education as a

potent influence in our social and industrial life. Teachers, principals and superintendents, as professional consciousness develops, wish to show in tangible, definite fashion the results of their efforts. The greatly increased expense of the public school system, and the burden imposed on taxpayers led to those who pay the bills to seek for some statement on the credit side of the ledger—a statement couched in terms used by the man of affairs or the man who is engaged in business enterprises.

The manifest duty of the school administrator and instructor under these circumstances is to apply, so far as may be consistent with the aims and ideals of education, approved principles of business method and of scientific management. All will agree that great caution must be exercised in testing any school by strictly business methods or standards. The greatest values in life cannot be measured in terms of dollars, pounds, or feet. Over-insistence on such standards leads to a dull, deadening, mechanical routine, to over-organization, to the dry rot which comes from the dominance of system. Artificial aims would be sought in our schools; ritual and routine would take the place of life, action and individual influence.

With this proviso, it is well to consider the phases of educational activity in which business methods and standards may be used to advantage. There seems to be special need of, at least, three elements to be found in any properly conducted commercial, financial or manufacturing enterprise. These characteristic qualities are system, publicity and co-operation, and each of these has its place in the organization, administration and spirit of school work, whether the service is that of the teacher in the classroom, the principal in charge of a school, or the superintendent in administering a city system.

System as a Fundamental.

System is especially important in planning and organizing. System in the work of the school may be likened to good roads in the world of trade and commerce—tracks along which business moves smoothly; the ways provided for launching the vessel. It saves energy and time by providing for the automatic, non-political conduct of much of the day's routine, in schoolroom and in office. System builds up a series of activities which correspond to the nervous reflexes of the body, which enable one to perform many essential functions, and, at the same time, to conserve the higher powers of brain and mind for matters of large moment.

The executive or the teacher who has acquired or established due system is like a trained, disciplined soldier, who in an emergency can bring all his powers to bear upon the great and important things, and does not dissipate them on trivial and routine duties.

The need of careful organization is apparent when one compares a school systematically organized with one in which there is inadequate

provision for the care of details. Parts of such system are the daily program; an outline of the work for the term or for the year, in individual studies, and in the curriculum as a whole; a schedule of recitations so arranged as to permit teachers to work under the most advantageous circumstances; due allotment of time to each study, and to school exercises. The mechanism of the school, in other words, should be so constructed and ordered as to permit the most effective use of time and strength.

Such applications of system take advantage of all labor-saving devices; and by simplicity in records and reports reduce clerical work to a minimum. There are schools where teachers are over-burdened by attention to needless details in statistical statements and where reports are elaborate and involved, and not planned with reference to modern ideas. Consider, for example, what saving of time and gain in effectiveness have been secured by the use of loose-leaf record books and by card catalogs. Uniformity in blanks for reports should be secured, as far as possible, in all the schools of a state. In a school system in a city, careful organization and planning are absolutely essential. The very force of circumstances compels the superintendent to so organize. Definite duties must be assigned to each member of his immediate staff, and a field of work for each teacher, even those in the most subordinate positions, must be clearly specified. Otherwise, confusion, conflict, lack of harmony, with loss and waste of energy, are sure to ensue.

Forethought and Facts.

Such proper organization is dependent upon a clear understanding of the relative duties and responsibilities of all connected with the school system—of school committee, superintendent, supervisors, principals and teachers. With all that has been done in recent years in the organization of large city school systems, there is still much to be accomplished before these can be regarded as being on the same level with high grade business establishments.

If system, planning and organization are important in the conduct of the routine work of any school or school system, these business methods are absolutely essential when any new departure is made, whether that new departure consists of the erection of a school building, the addition of certain studies to the curriculum, or change in methods.

The lesson taught by the procedure of the engineer in his surveys for any great work may well be taken to heart. A striking instance of forethought based on broad foundations of data and observation is afforded by the National Government in developing great irrigation plants. Practically every conceivable contingency is studied, and taken into account before a single definite step is taken.

As a result of such careful study and planning, standardization of methods and processes

has reached a high degree of perfection in certain business enterprises. The engineer, the contractor, and those who finance the venture move with absolute certitude towards the completion of the task. Military men recognize that the success of a campaign is largely determined by plans made at headquarters, before a single soldier is detailed for service. The advance in scientific management within the last fifty years has been marvelous.

Now, in any educational enterprise, there are as many elements and even more to be reckoned with than in the construction of a building, the equipment of an industrial plant, or in planning a campaign. With all our knowledge of psychology, there are some factors on which one cannot reckon with absolute certainty; hence, the urgent importance of careful study, gathering of data and organization of this material before the method of instruction is formulated or a new subject introduced.

If additional argument is required in favor of careful and exhaustive planning, abundant evidence may be found in the history of education for the last quarter of a century. It is surely a melancholy experience to survey the wreckage of ill-considered theories, plans and projects which have, in succession, appeared, received attention, favor, and even approval, only in the end to be abandoned and cast aside. While one must admit that progress involves experimentation, mistakes and loss, it is impossible to resist the conclusion that there has been a lack of reasonable foresight and forethought in many, too many, of the educational ventures of recent times. The waste is larger than any well conducted business would tolerate. Therefore, in preparation for changes in educational program, system and careful organization are of importance as providing means whereby the necessary study of the situation may be readily and effectually made. Organization may thus have a positive and constructive quality.

Potency of Publicity.

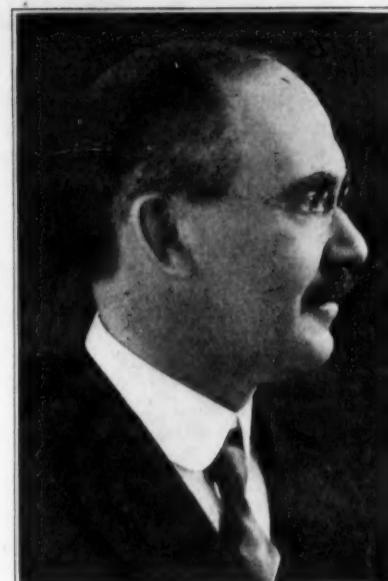
A second feature of modern business activity which may well be adopted by schoolmen is that of publicity. Publicity is one aspect of the means whereby the tradesman and manufacturer brings to the attention of the people the merits of his enterprise and of its products, in order to secure patronage and to promote trade. Advertising varies greatly in degree, from crude, somewhat blatant praise of one's wares to a genuine and real education of the people as to the value and use of the article or process.

Publicity is becoming more and more a science, with its own generalizations and principles of procedure, based upon a practical and profound knowledge of psychology. A study of placards in street cars reveals some of the principles on which thoroly good advertising is based. Often articles appear in periodicals in which no specific mention is made of any firm or product, but the descriptions and the conclusions prepare the mind of the reader for the direct appeal of the commercial agent or the representative of the house.

The main purpose of all this elaborate and skillful effort in the shape of publicity is the purely utilitarian one on the part of the businessman to secure advantage and profits thru increased sales or patronage.

In the conduct of any educational enterprise it would be manifestly unprofessional to use publicity for personal advantage or gain. There is an unwritten code of ethics which discourages self-gloration or self-advertisement by schoolmen. Instances to the contrary, it is true, occur from time to time, but it is doubtful if, in the long run, one gains great advantage by putting out such statements of his own excellences.

On the other hand, the success, progress and support of schools and school systems may well be sought thru a judicious use of every means whereby the public may be kept informed of what the schools are doing. Thru such presentations of their work, aims, processes, methods and results, a body of intelligent public opinion is formed to which an effective appeal can be made when the need develops for additional re-



J. M. McCONNELL

New Superintendent of Education for Minnesota. Mr. McConnell, who has just been appointed state superintendent of the Minnesota educational system, is a Pennsylvanian who has been in the school service in Minnesota during the past twenty years. He has been an instructor in Carleton College and superintendent at Winnebago and Mankato. During the past two years he has been instructor in history and sociology at the Mankato State Normal School.

Mr. McConnell succeeds Dr. C. G. Schulz, who has been head of the state department since 1909.

sources in the shape of buildings, equipment, or money for support. In a community not thus educated, each new undertaking is advanced, as a rule, only by slow and painful stages.

Again, the administrator of a school system must recognize that it is the right of the public to know as fully as may be what the schools are doing, the way in which they are working, and the results accomplished, so far as these can be expressed in definite statements. It is hardly necessary to argue this point. The schools are the creatures of the community; brought into existence by the decree of the people; supported by public money; their reason for existence is the service they are rendering in the cause of the common weal. Because of this intimacy of interest, this mutual dependence, fullest and freest information should be put before the citizens.

The Report as a Means of Publicity.

Three forms of report whereby publicity is achieved may be considered as media for conveying information on the schools to the people. The most formal of these, and the kind in general use is the annual report. The composition and general make-up of such documents, whether coming from the United States Bureau of Education, state departments of education, the local school board, or the superintendent of schools are well known. For the most part, such reports follow similar lines. A general discussion of the school system from the standpoint of the public is presented by the representative body—school committee or other; the superintendent discusses technical questions connected with education, notes changes in methods, progress in the different departments of the system; then follow tables on enrollment, attendance, courses of study, choice of work by the pupils, cost of the schools with certain interpretations, all of which are presented with a somewhat faint hope that they may be read by the citizens.

A study of different school reports shows such wide range of practice in the compilation and presentation of such data and statistics as to indicate the need of application of business methods to this school activity. There are many cities whose school reports are models in clearness, in accuracy, in emphasis placed upon the important, as compared with the unimportant and in the selection of really significant facts and figures. In other cases reports are vague and confusing with little sense of proportion in the facts presented. There is a manifest lack of adaptation of the means to an end. Would it not be of advantage for superintendents and boards of education to consider the ways whereby these annual documents may do large and

effective service? Some suggestions may be pertinent.

Decision and agreement on a system of classification of statistical data that shall be uniform for reports from national, state and local school authorities should be had. Such uniformity, especially if combined with a standard system of school accounts and of school vital statistics, would constitute a labor-saving device and add greatly to the value of statistics for purposes of comparison.

The Local Press and the Schools.

Again, in addition to routine material presented in these reports, each year some special exhibit should be made of facts and data bearing upon some particularly important question connected with school administration or instruction. By thus focusing the attention of the community upon the issues, preparation is made for desirable changes. Such a study or presentation of facts may be so framed as to impress not only the mind, but the conscience of the people with shortcomings in the enforcement of attendance laws, in buildings and playgrounds; and in compensation of teachers, so that when the time for action comes, results will be achieved much easier than if this preparatory work had not been done.

Another form of publicity is that thru items for articles and discussions presented in the local press. Great credit is due newspapers for their interest in school work, as shown by their readiness to give space to such articles when properly prepared. It goes without saying that material of this kind should be interesting; it must be readable; technical discussions, terms and treatment are not available for this purpose. A fine art is possible. Newspaper clippings show a steady advance in the field of school advertising, if the word may be used. Any consideration of school returns and reports involves the question of the original records which the statements are based. The advance that has been made in this field of school administration is noteworthy. Most practical, simple and clear forms for recording facts on school enrollment, attendance, membership and scholarship are in use in many places.

Like excellent qualities are found in the great number and variety of blanks used in connection with the conduct of a school system, both on the side of instruction and of finance. The manufacturers and dealers in improved forms and devices, such as loose-leaf holders, card catalogs, and numerous labor-saving inventions are finding the schools an increasingly profitable field in which to operate. The query arises as to whether it is not now time, in the interests of economy to standardize as far as possible these various blanks and forms, so that there shall be some agreement in their usage. In business, many forms have been standardized to the great advantage of merchants and bankers. So it is also with documents and papers used in the profession of the law.

Naturally each schoolman has a liking for that special form which seems to him to best meet the needs of the situation with which he has to deal; but, in view of the larger good to be secured from uniformity, there will doubtless be a willingness to put aside individual preferences, in cases where nothing essential is involved.

In a large way, the building up of scientific methods of record and of the tabulation of data is of great importance. Such system puts at the command of the school administrator a body of information which may be easily compiled in the consideration of questions under discussion. To revert to the practice of commercial houses, one will find that any well organized establishment or enterprise has in its files, and in its card catalogs, easy of access, practically complete information in regard to all phases of the business. Without such information at command, large undertakings employing many hundreds, or even thousands of men, with many different fields of activity—all directed from one central office, would find it impossible to operate. In fact, bookkeeping in commerce, finance, transportation and manufacturing is one key to suc-

cess. This lesson may well be taken to heart by the schoolman in the conduct of his enterprise.

Co-operation Dependent on Good Organization.

A third principle of effective business is co-operation. Thru the evolution of industry and commerce, men have come to learn the fallacy of the proverb "Competition is the life of trade." Proof of this change in opinion is to be had in the great combinations of capital whereby many activities are concentrated under one management. It is true that the ultimate consumer is not always able to appreciate the value of co-operation, as expressed in these trusts and monopolies, but their successful conduct is conditioned upon an entirely sound principle of human action. Large establishments dominated by the principle of mutual help and aid are able to avail themselves of the incentives which arise from the natural struggle to surpass and excel. They supply incentives of this kind, but not in such a way as to interfere with the dominant principles of the enterprise—that of mutual aid and support.

Probably there has never been a more striking manifestation of the power of the human intellect in organization than is shown in the conduct of great business enterprises. Co-operation can only be had when there is a clear definition of each man's field of responsibility and duty; an assignment of functions so that, while each individual in the great plan has the fullest opportunity for freedom and for action, he is not in a position to interfere with the same liberty of action on the part of his fellows. When an enterprise has been organized in this way, the energy of each one of its members is applied to definite ends; waste and loss are largely eliminated because there is no duplication of effort nor aimless work. In a piece of machinery rightly put together, one finds the same provisions whereby all the parts work together without the possibility of collision, and with friction reduced to a minimum.

In what ways then, may the educational process be so organized and directed as to secure the advantages of co-operative action? It is clear, at the very outset, that such a task is vested with much greater difficulties than are found in the administration of a great business, or in the action of a piece of machinery. Yet, in recent years, a steady advance has been made in so directing the many agencies engaged in the conduct and support of public schools that they shall work together in harmonious and effective manner.

The first and most important condition to be secured is a definite assignment of functions to the several bodies and individuals engaged in the work of a school system.

The consideration of an analogy drawn from the industrial world may help to make clear some of the factors involved in such an adjustment of functions. It has been stated on good authority that the office of superintendent of schools was first suggested by that of the foreman or manager of a factory. It was found, in order to secure the largest results from a body of workers, that an intelligent and competent head must be placed over each department or section of the mill or factory. Under this conception of the superintendent, the school committee may be likened to the board of directors; the public to the stockholders; and the teachers to the workers. It will easily be seen that such an analogy may be carried too far, but it is suggestive and valuable for illustration, within limits.

Recognition for the Superintendent.

The history of school supervision shows that, only after long and trying experience, has the true position of the superintendent as the expert and the skilled administrator come to be recognized. Interferences with the duties of this officer have not been due, in many cases, to any disposition to cause trouble or to injure the school system. It has been impossible for school boards to recognize that certain functions and areas of action belonged to them as representing the public, and that in his own sphere—that of the trained and skilled schoolman—the superintendent should be given large freedom. On the

other hand, it has sometimes happened that superintendents have failed to recognize their own proper functions, and have not discharged these duties, but have carried on work which more properly belonged to the school board, or have allowed themselves to become mere creatures of detail.

Thru the teaching of experience, however, it has now come to be understood that the superintendent should be allowed to exercise, while in office, the utmost freedom in the direction and charge of a school; in the selection of teachers; in the choice of textbooks; in the framing of courses of study; and in all matters of routine and administrative detail. The committee is a deliberative, legislative body, not executive, who are to bring to bear on the larger questions and policies of the school, particularly as related to the public needs and demands, and to the expenditure of public money, their combined judgment, as representatives of the people. When the relative functions of these two agencies—the school committee and the superintendent—have been thus defined, a large step towards co-operation in the conduct of the public school system has been taken.

But what of the relation of the superintendent to his co-workers and associates—the supervisors and teachers? Three modes of management may be recognized. First, that of the autocrat—the one-man power; second, that of committees made up of representatives from different portions of the teaching force; third, management based upon the assignment of clearly defined functions to the members of a school staff and teaching body.

The difficulties and embarrassments attending a management based on the one-man power idea, or a management based upon the committee idea are easily recognized. It is doubtful if, in any American school system, with the strong instinct for individuality, any absolute control can long endure. Certainly, under such domination, the best and finest flowers of education cannot grow and flourish. On the other hand, the loose responsibility attaching to a committee management leads to laxity, lack of order and system, and uncoordinated effort, all of which are wasteful. Management whereby each man is assigned a field for which he is particularly qualified and given a large degree of freedom in that field; where the system as a whole is so organized that he cannot, in the exercise of his duties, interfere with other men combines the advantages of control by one master mind and the opportunity of each member to grow and develop; and to apply his energy in the most effective fashion. It follows that, if a management based upon function is to be successful, the selection of the workers in each field must be made with great skill and discrimination. Even in the industries which involve only manual labor, it has been found that the choice of men for each particular duty must be made with regard to special ability and capacity. The carrying of bars of pig iron calls for a much different type of man than the one required to operate a machine calling for delicacy of perception and quickness of action. A heavy, somewhat phlegmatic individual can do more work in lifting and carrying pig iron than can the finely organized man who is to do the work of a higher grade.

The Superintendent and His Associates.

In view of the difficulty attaching to the securing of men and women for the varied tasks and responsibilities involved in school work, two

facts may be laid down as absolutely necessary in order to have effective co-operation.

First, the superintendent must possess the faculty of selecting his co-workers with discrimination and insight.

Second, he must be given freedom, and not cramped in the exercise of this duty and function. Much still remains to be gained in the securing of freedom for the superintendent, and probably there is no one who would not acknowledge that much still remains to be done to secure superintendents who can exercise this large responsibility with commanding power and success. When the system has once been organized in this way—the workers each assigned to their places—then it is important that the organization should be so conducted as to give each man the conditions which make for most effective work. This involves an application on a large scale of the principles of organization discussed in the first part of this paper.

Again, the worker in such a co-operative scheme may rightly look to his superiors for a larger measure of assistance than would be the case where the individual was left mainly to work by himself without relation to his fellows. The change in the duties of a foreman of a modern establishment as compared with those of olden time illustrate what may be rightly expected of the principal, the supervisor and the superintendent of a well organized co-operative school system. One finds in such establishments that the foreman is able to direct the men, not in a mechanical fashion, by urging them to increased effort, but to put them in possession of the very best ways of doing the task set before them. Under this conception, it is the duty of the foreman to provide himself with full information; he should be able to command all the literature that bears upon his task. So in school service, the superintendent, the supervisor or the principal should, in the exercise of their functions, as parts of a co-operative system, be able to direct rightly with the fullest knowledge possible the efforts and activities of all those who are working with him. More important, perhaps, than all others is the spirit which dominates the institution. This spirit should be one of mutual helpfulness; of striving on the part of each individual to do his best, but with the consciousness that his own best good may be gained and that of the enterprise as a whole when he works harmoniously and sympathetically with his fellows, in due subordination to the direction of his superiors and also with a full purpose to apply all his own powers and energies to his particular task. Such a spirit should obtain, not only among the members of any particular school system. It should characterize those who are working together throughout a State in the common cause of education. Such a co-operative community will work out many of the plans that have been outlined for uniformity of records, for labor-saving devices, for best methods of organization.

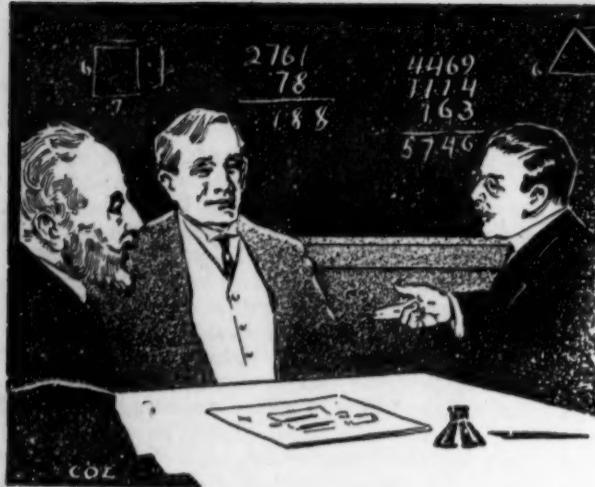
There is one consideration which seems to be of large moment in connection with the general interests of education. It is essential to the conduct of any business that there should be a certain stability and permanence of the working force. The higher grade product the industry turns out, the greater the need for skill and efficiency, and those in charge should depend upon a long term of service on the part of those who have become wonted to the work. Business men are free to say that it is for their interest to pay large salaries, to retain reliable workers. There will be ready agreement on the part of all that a community should assume the same attitude as regards the compensation of teachers.

But there is another phase of this matter, and that is the disposition on the part of many superintendents to take away teachers in the middle of a term when such teachers are practically essential to the school where employed. In the stress of competition, caused by the scarcity of good teachers, this evil appears to be upon the increase. The loss thru interruption in service falls most heavily upon the smaller town.

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TITLE PAGE AND INDEX

The Annual Title Page and Index for the School Board Journal has been omitted in compliance with a suggestion of the War Industries Board, which is seeking the utmost economy in the use of paper. Subscribers may obtain a copy by addressing the Subscription Dept., School Board Journal, Milwaukee, Wis.



THE NEW HIGHWAY TO UNIVERSAL EDUCATION

William E. Andrews, Principal, Pana Township
High School, Pana, Ill.

In the public mind the common school is rapidly extending upward and taking full possession of the high school. In many communities, where the common mind is free to express itself upon universal education, the high school already has become the upper third of the common school.

Contemporaries of this advance of the many families, which hitherto have thought lightly of education, into the ranks of the elect, educationally, have many interesting facts brought to their attention. New situations continually develop in the internal management of high schools. The former high school advocates of the ruling academic aristocracy suffer many rude shocks as they witness the institution, which was conceived in exclusive reserve, becoming more and more encompassed about by the common multitude. The plebeian entry has not only swollen the enrollments, necessitated many new high school buildings, and increased the number of high school teachers, but also has brought into the high schools many features of the ordinary and common school.

The transformations thru which the original type of select high school is now going are strikingly interesting. The atmosphere of the high school has materially changed. The type of teachers is changing noticeably. The plan of organization, content of activities, program of studies, and methods of teaching and usages in governing are undergoing much greater changes than are usually noticed.

One phase of the reformation of the high school deserves special attention. What is the effect upon continuance in school of this in gathering of the many pupils of families whose educational aspirations have slumbered till recently? Among the many reasons why high school pupils quit the high school before graduating, what is the effect of this factor of sudden educational awakening? Does the new class of pupils hold out?

During six years, and at the very apex of this expansion, educationally, of the common mind, the high school careers of all promoted eighth grade pupils who entered the Pana (Illinois) Township High School have been carefully recorded and examined. Four hundred and thirty-five promoted eighth-grade pupils entered this school during the years of 1909, 1910, 1911, 1912, 1913 and 1914. Four years have elapsed since the last promoted group taken under consideration entered the school for all to have matured their high school careers.

More than one-half of these 435 pupils were recent recruits to the standard of a high school education for all. Many of the family names—Burdzilauskas, Ermovick, Graff, Mizuer, Nau, Nowack, Ragutis, Schloz, Soboliski, Wentura and Woolard—suggest the universal scope of the uprising family ambitions.

The high school careers of these 435 pupils developed in a large district high school which

began in September, 1909, following a discontinued city high school, which, for about twenty-five years had grown to enroll about 110 pupils. During the time covered by the careers of the 435 pupils, the enrollment in the new high school increased to 303 pupils. This threefold increase attended a slight decrease in the population of the city on account of the decline in coal mining. This was before the very recent picking up of this industry.

The rapid increase in the enrollment expressed the local aspect of the extensive educational expansion of the common school into the high schools. It is not to be ascribed to other causes. The common mind suddenly determined to ascertain whether education, if continued into the high school, would not be best for the multitude. During the time, however, the management, continued from year to year, to actively solicit pupils to enter the high school. Perhaps many more educationally hesitating pupils entered the school than would have, had they been left wholly to their own initiative.

Of these 435 pupils, who entered the high school during the six years under consideration, 291 were promoted into and entered the second year of the high school; 144 were never so promoted on account of the many reasons that are factors in such matters. That is, 67 per cent of the first year pupils attained promotion into and entered the second year; 33 per cent did not.

Of these 291 promoted second-year pupils 213 attained promotion into and entered the third year of the high school. Of the 291 promoted 78 never attained this promotion into the third year. That is, 73 per cent of the 291 attained promotion; 27 per cent did not. Again 49 per cent of the original 435 pupils attained promotion into and entered the third year; 51 per cent did not.

Of these 213 promoted third-year pupils 173 attained promotion into and entered the fourth year; 40 of the 213 pupils did not attain this promotion. That is, 81 per cent of the 213 pupils were promoted; 19 per cent were not. Again, 40 per cent of the original 435 pupils were so promoted; 60 per cent of the 435 pupils were not promoted into the fourth year.

Of these 173 pupils promoted into the fourth year 162 pupils continued in school to graduate; 11 did not. That is, 94 per cent of the 173 pupils persisted till graduated; 6 per cent did not. Again, 37 per cent of the original 435 pupils entering the first year of the high school concluded their high school careers by graduating; while 63 per cent dropped out along the way from year to year.

Of the 173 who graduated, 49 entered various colleges.

Summarized, these facts appear as follows:

Of each 100 promoted eighth-grade pupils who entered the high school, 67 attained promotion into and entered the second year; 33 never did.

Of this same 100 pupils 49 attained promotion

into and entered the third year; 18 additional pupils of the original 100 did not.

Of this same 100 pupils 40 attained promotion into and entered the fourth year; 9 additional pupils did not.

Of this same 100 pupils 37 continued to graduate; 3 additional pupils did not remain throughout the year to graduate.

Of the original 100 pupils 33 quit during their first year; 18 during their second year; 9 $\frac{1}{2}$ during their fourth year, making the "elimination" total 63 during the entire four years.

The rate of "elimination" during the four years from year to year was as follows: First year, 52.8 per cent; second year, 28.57 per cent; third year, 14.65 per cent; fourth year, 4 per cent.

For comparison the corresponding rates of "elimination" in a high school in a university city in Iowa are at hand. The rates of "elimination" there were: First year, 52 per cent; second year, 29.5 per cent; third year, 13 per cent; fourth year, 5.5 per cent.

The close correspondence between the rates of "elimination" in these two high schools is striking; particularly when the nature of the two communities is contrasted. One is the combination of agricultural community and coal mining center; while the other is a typical university city of more than 10,000 population.

Conclusions cannot be drawn from meager surveys either locally, or restricted to but few communities. Still the above records are suggestive.

When, in a case such as is presented, the in-gathered pupils of such diverse family attitudes toward education remain as long as they do in the high school, it certainly indicates that the determination to avail themselves of the advantages of the high school is not a transitory matter with these newly awakened multitudes. They have entered education to stay!

When pupils of these types enter the high school, prompted by the new impulse to try out the institution, and on the average remain sevenths of the full four years each—as these pupils did—there must be at work a new educational ferment the like of which former generations never knew.

When in a composite farming and mining community the rate of withdrawal from the high school is almost identical with that in a typical university city, we are driven to realize that the common people are educationally awake in America.

The full meaning of this is yet to be realized by those officials whose business it is to provide adequate buildings, secure competent teachers, and meet their full obligations as officers sworn to perform their full educational duties.

An educator never argues so well as when he is convincing a school board that an extravagant fad is really an economy in disguise.

BRINGING THE OLD PLANT UP-TO-DATE

C. F. Switzer, Principal, Junior High School, Grand Rapids, Mich.

The rapidly advancing cost of brick, steel, lumber, plumbing, fixtures, etc., and the scarcity of skilled and unskilled labor have forced school authorities everywhere either to revise building plans, raise more money than originally estimated, or abandon new projects altogether. This condition prevails the country over, due, of course, to the unparalleled demands of the government for materials and labor. The really serious phase of the whole situation is that no one can foretell how long these conditions will continue to exist. Certainly a long time must elapse after the war before building costs will again approach those of ante-bellum days if they ever do.

In localities in which the school population is rapidly increasing, new buildings are absolutely essential and should be erected. In some cases adverse opinions may prevail but the best thought of the country are united on the proposition that nothing must be allowed to interfere with the educational needs of the country's greatest asset, its boys and girls. In other localities boards of education are confronting the scarcely less difficult situation of how to get along with what they have until less troublesome times. It is hoped that this article will be helpful to this class by showing, somewhat in detail, how a well constructed building of the early '90s has been adapted to present day needs.

The Grand Rapids Junior High School is one of the pioneer institutions of the kind in the country, having been organized in 1911 with 7th, 8th and 9th grades. Its development has been healthy and continuous. From 400 pupils and 14 teachers in 1911 the size of the school has increased to 875 pupils and 40 teachers in 1918. Increase in school population, addition of attractive courses to the curriculum, and a rigid enforcement of the attendance laws, are largely responsible for this rapid growth. The important fact for us, however, is that we have been able to develop quite a modern plant out of an old one and are still growing.

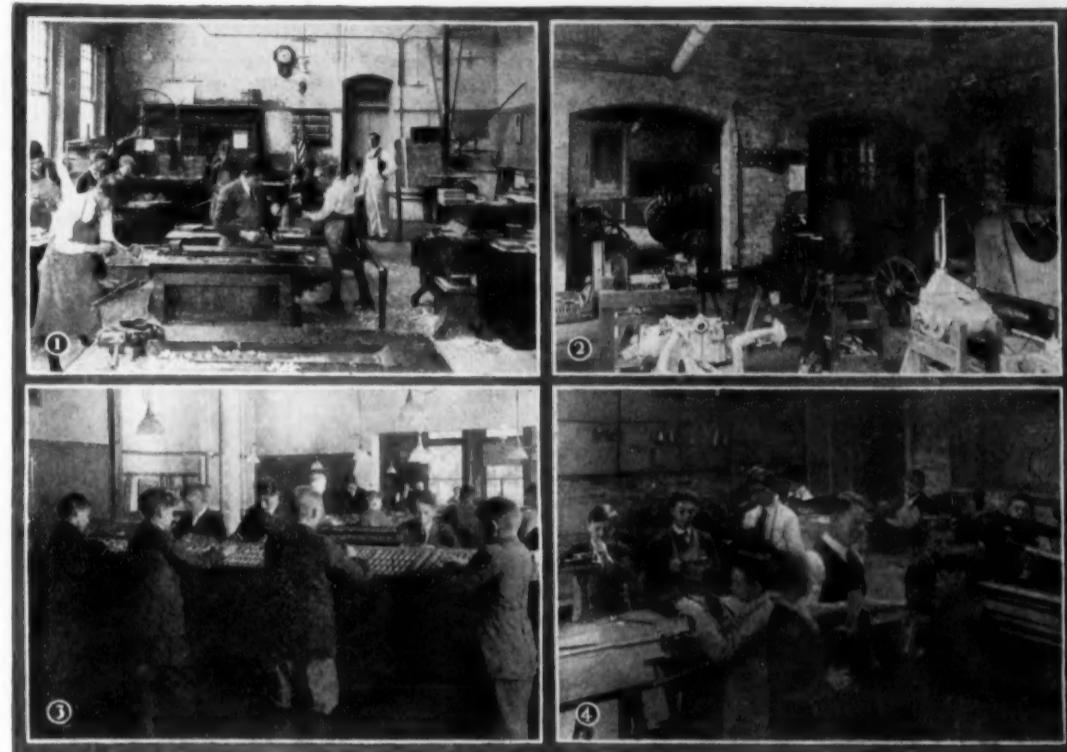
The building occupied by the school was erected in 1891 at a cost of \$120,000. It is a steam heated brick structure of fifty rooms, four stories high, and 210x117 feet in dimensions. Ventilation is by the fan system and the plumbing is automatic. The school lot affords 97,700 square feet of space.

The building was formerly occupied by the Central high school which moved to a new building in 1910 and now confines its work to the 10th, 11th and 12th grades and the Junior College. The plan of architecture appears to have been for the distinctly classical type of instruction which prevailed at that time.

The junior high school organization has demanded many changes in the old plant, which, it is thought, have greatly increased its usefulness as a school and its value as an investment. Of course, the building still towers four stories high and in some places the halls are still too dark, but careful planning and a judicious outlay of money have accomplished much. Facilities are now provided for instruction in sewing, free hand drawing, cooking, arts and crafts, music, shorthand, bookkeeping, typewriting, stenotypy, printing, sheet metal, woodwork, forge, machine shop, and automobile construction. The school has an assembly room, a gymnasium, a lunch room, and a playground of satisfactory dimensions. Altogether these improvements give us a modern plant at low cost.

Safety.

The fundamental consideration relative to the expenditure of money upon a building of non-



VIEWS IN THE SHOPS OF THE JUNIOR HIGH SCHOOL.
1. Woodworking. 2. Automobile Repairing. 3. Printing. 4. Metal Working.

fireproof construction is whether it can be made comparatively safe. If it cannot be so improved or if it is a question of doubt, the project should be abandoned at once and a new building erected. Fire escapes, narrow passages and stairs, fire alarms, water connections, condition of heating plant, and cleanliness are important points for investigation.

Four lines of study developed regarding the safety of the building under consideration:

1. The number, accessibility, and safety of fire escapes for the use of pupils in all rooms, on all floors.
2. Ease of operation of all exits and the character of their fastenings.
3. Water connection within the building.
4. Adequacy of alarm system.

Fortunately the building was fairly well equipped with fire escapes, but after consultation with the city authorities with whom there was perfect co-operation, three improvements were decided upon:

1. Another fire escape to the fourth floor.
2. Separate escapes from lower floors, thereby relieving the congestion from the upper floors.
3. Fire doors between all inside classrooms to fire escapes. This would permit exit from the building without entering the halls or using the stairs.

These measures for the safety of the pupils have all been carried out and the building stands today with fire escapes on three sides leading from all floors. By their use nearly nine hundred pupils have passed from the building in less than two minutes from the time of sounding the alarm.

Our attention was next directed to the exits, their operation and the character of their safety appliances. Here again some changes seemingly small and inconsequential in themselves but potentially, vitally important, gave us added protection against a disastrous fire. Inside doors were changed and new openings made. Outside doors were equipped with anti-panic hardware which appears to be an absolute necessity for buildings of this type.

The installation of a sprinkler system has proved to be the best investment made by the

board of education as touching the protection of school property. On August 2nd, 1915, the board authorized its business committee to award a contract to equip the basements of four schools with sprinkler systems at a cost of \$5,000. The Junior high school was one of the four. On Thursday evening, December 13th, 1917, a fire broke out under the lower floor stairs of the Junior high school building. In his report the city fire marshal said that, "fortunately the basement of this building is equipped with a sprinkler system and three heads opened preventing the spreading of the flames. This also in my opinion prevented the destruction of the building." This fire did not constitute a life risk for the pupils but the wisdom of the board of education in installing the system was clearly demonstrated.

One other safety device was introduced for further security, namely, an alarm system easily available from any floor of the building including the engine room. In my judgment this is vitally important and also worthy of consideration in buildings of late construction. An electric alarm system that is easily installed and inexpensive placed within easy access of every teacher and janitor provides against any possible contingency.

The Pupils' Welfare.

Probably the most difficult problem to solve in attempting to modernize an old building is how to overcome the depressing effect of poor lighting. For some unexplainable reason many possible opportunities for fine lighting were not developed in the older type of buildings. Today, it is common knowledge that this is one of the most important considerations affecting child psychology and development.

To this end dark halls were much improved by the use of light reflecting colors on the side walls and ceilings and solid oak doors were compelled to cast off their weight and gloom by the substitution of glass panels for wood. Several dark rooms were very perceptibly brightened by the use of prism glass for greater penetration and distribution of light. Skylights and dormer windows were also used to good advantage.

These improvements have made a very marked

change in the appearance and atmosphere of the building. The results obtained are out of all proportion to the financial considerations involved.

Early in the development of the school it became apparent that a lunch room was necessary to the welfare of the pupils. It was decided to place the management of this venture with the domestic science teacher of the school for three very good reasons:

1. All food could be sold at cost.
2. A demand for the product of the cooking classes would be created.

3. The responsibility for the quality of the food and the financial obligations incurred could be definitely fixed.

Accordingly the kitchen formerly used by the out-going school was overhauled and new equipment added. Later a steam table was installed as the demand for warm lunches increased.

At the present time two rooms are used for lunch room purposes, with a daily service of warm lunches to about 250 pupils. An interesting feature of the lunch room organization is that all business transactions such as collection of money, banking, keeping of accounts, drawing of checks, and paying of bills, are done by advanced pupils of the commercial department, supervised by the head of the department.

Needs of the Curriculum.

One of the fundamental purposes of the Junior high school is to provide a wide range of work for pupils of various inclinations and capacities. As indicated previously, our build-

ing offered few advantages of construction for many of the things that we considered essential. This seemed most obvious with regard to manual training.

The board of education very wisely decided to provide shops for the boys' manual training activities outside the main building. Plans were therefore drawn for a brick building 60 by 80 feet which was erected in 1911 at a cost of \$16,000. This low cost was made possible by the use of certain used material of good quality. The completed building provides two woodworking rooms, one 24½ by 50 feet, the other 26½ by 50 feet; a sheet metal room 23 by 26 feet; a finishing room 23 by 26 feet; a forge and machine shop room 25 by 48½ feet; and a garage 58 by 25 feet.

A separate building for shop activities has several advantages of great merit. Noise, vibrations from motor driven machinery, noxious gases from forges and automobiles are entirely eliminated from the main building. Better lighting is also possible.

The printing department occupies two rooms on the ground floor of the main building. These rooms are joined by a ten foot opening cut thru the brick wall that originally separated them. The smaller room is used as a press room and the larger as a composing room. This arrangement affords sufficient separation for the two kinds of printing work while still allowing one teacher to supervise pupils in both rooms. The work of the printing department is vitally important to the life of the school as demonstrated

by the publication of a six page weekly paper "The Searchlight." The editors, circulation, advertising, and business managers are pupils of Junior high school grades, whose work in putting out a well balanced paper would be a credit to older hands.

Another contribution of our printing department lies in the constant emphasis that it places upon good composition, correct punctuation, spelling and capitalization. Except for the news items classroom products from all grades are used almost exclusively in the school paper. This serves as an ever increasing stimulus to good work on the part of the pupils.

The rapid growth of the school developed another problem that gave us serious concern, namely, how to provide an assembly room or auditorium. The school was seriously handicapped without opportunity for dramatics, students' meetings, lectures, etc. The building had formerly enjoyed the advantages of such a meeting place, but, owing to the rapid growth of school population, it had been necessary to divide the space for classroom purposes.

Two rooms on the ground floor were selected to fill this need. A 27 foot opening was cut between the rooms in which a stage was built that occupied the smaller room. The ends of the smaller room thus became the wings of the stage.

Including the stage this improvised auditorium seats about five hundred and altho inadequate when an assembly of the whole school is desired, it is used constantly and is far better than none at all.

Fortunately, the Grand Rapids school authorities believed in the junior-high-school movement and were willing to back their junior-high-school organization with funds to provide larger facilities. A call soon came for additional room for free hand drawing, lettering, interior decoration, etc. An unused attic with large skylight provided the needed space from which an entirely new art room, beautifully decorated and well equipped, was secured at small expense. A girls' gymnasium was developed by remodeling a large amphitheater lecture room on the first floor. By removing the demonstrating tables and raised seats, and refinishing the floors and walls, and adding necessary equipment, the girls now enjoy opportunities for physical education thruout the year. Accommodations for a commercial department that had developed from a small beginning to over a hundred pupils, were secured by combining three small rooms into one. The removal of entire partitions made this possible. A playground was provided by wrecking a still older grammar school that stood upon the same lot.

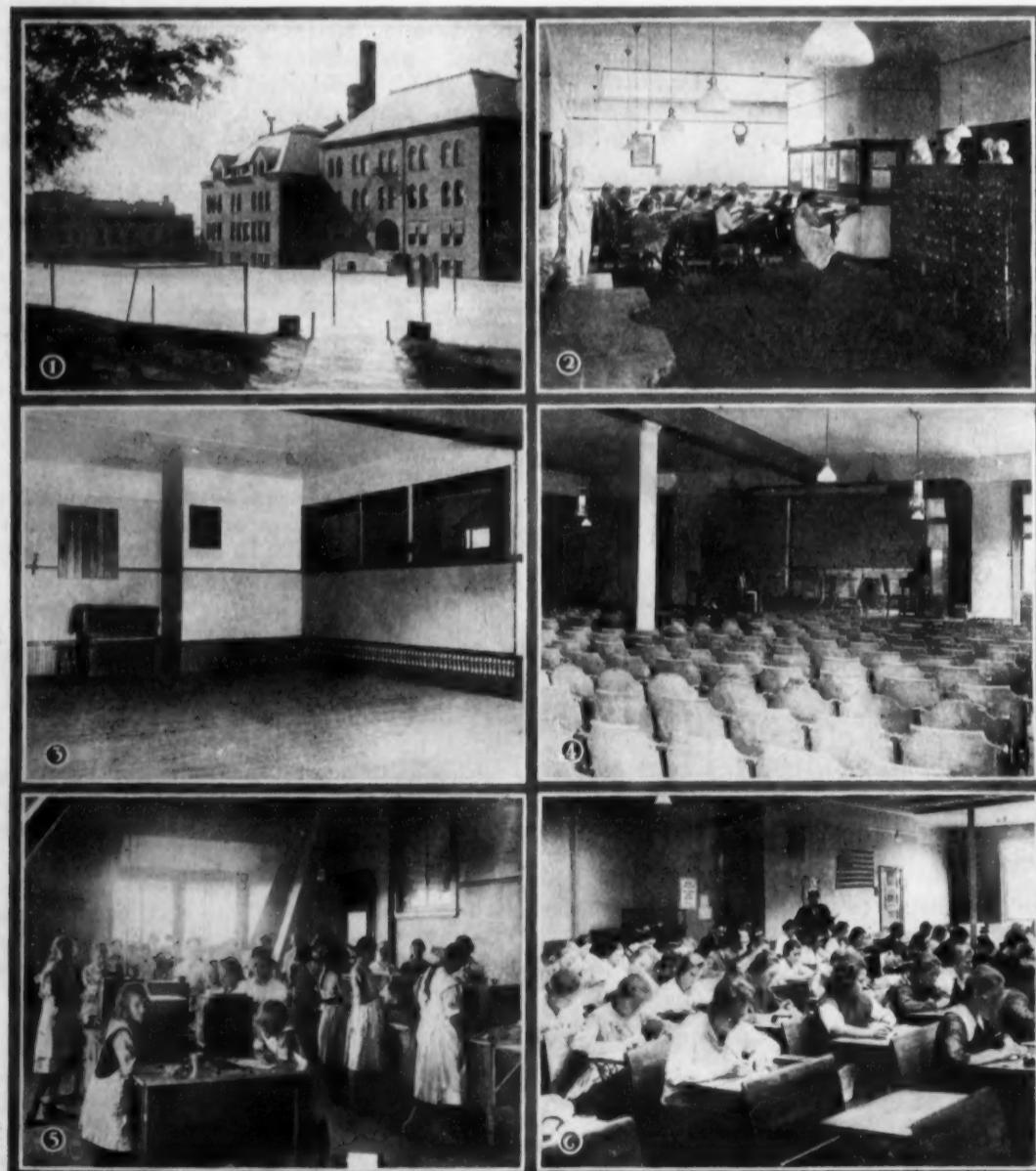
Other improvements have been made in our building that render it more possible and more pleasant. Some day we will have a new building for Grand Rapids takes pride in its schools. Until then we will make good use of our improved plant for we speak of it rather affectionately as a "pretty good old building after all."

Carrick, Pa. The board has granted increases of from \$5 to \$15 per month to all teachers in the schools, beginning with the school term in September. A merit system has been adopted providing for a minimum of \$70 and a maximum of \$105 per month for grade teachers.

Calumet, Mich. A flat increase of \$7 per month has been granted to teachers, principals and assistants, beginning with the month of October.

Waltham, Mass. The board has granted increases of \$100 each to the teachers, principals and superintendent, the same to apply from the first of October.

Syracuse, N. Y. The board has fixed the minimum salary of teachers at \$600 per year. Applications were received for general increases in salary from all grades of employees, from cleaners to principals.



VIEWS OF THE GRAND RAPIDS JUNIOR HIGH SCHOOL.

(1) Exterior of the school. The low building at the left is the shop, which includes the rooms illustrated on page 33. (2) The Art Room in the attic has top light supplemented by light from dormer windows. (3) Girls' Gymnasium. (4) The Assembly Room has a seating capacity of 500 and is used constantly. It serves as practice room for the school band. (5) A cooking room arranged in waste attic space. (6) A Study Room

THE NEW PLAN FOR HIGH SCHOOL INSPECTION IN MICHIGAN

J. B. Edmonson, Inspector of Schools, University of Michigan

Under an act of the Michigan Legislature of 1917 the State Department of Public Instruction is required to inspect all of the public high schools of the state in order to determine the schools entitled to collect tuition money from non-resident students. This inspection by the state department would have duplicated the inspection by the University of Michigan unless some arrangement had been entered into for a division of the work of inspecting high schools. The following plan for such a division was outlined at a meeting of representatives of the state department and of the university, and was later approved by the faculty of the college of literature, science and the arts of the university and by the superintendent of public instruction.

In substance the plan provides for an exchange of reports on schools desiring both the tuition privilege from the state department and the recognition offered by the university. It is expected that both parties to the plan will find their special interests protected by the understanding that neither is to dictate the decisions or policies of the other.

Following is an outline of the arrangement between the department and the university:

Explanation of Terms.

I. The term "accredited school" shall be used to designate only a school recognized by the university.

II. A school granted the right by the state department to accept tuition money shall be known as a "tuition school."

Division of Inspection of Accredited Schools.

I. The inspection of private and parochial schools desiring university recognition shall be the work of the university.

II. A school seeking university recognition for the first time shall be visited by a representative of the university.

III. The inspection of the accredited public high school shall be divided between the state department and the university.

(1) Schools shall be visited alternate times by the state department and the university except in special cases.

(2) Two copies of the report of inspection of a given school shall be prepared. One copy shall be filed with the state department and one with the university.

(3) The inspector for the state department and the inspector for the university shall meet each month for a conference and an exchange of reports.

(4) The reports to the university on the various schools, as prepared by the inspectors, must be submitted to the university committee on diploma schools. All schools must be approved by this committee.

(5) A school accredited by the university shall be accepted as a "tuition school" by the state department until the state department gives a different standing to the school.

(6) The letters giving the decisions of the diploma school committee shall be prepared as formerly and copies shall be furnished to the state department.

(7) Copies of letters issued by the state department to accredited schools shall be furnished to the university.

(8) Notices of the expiration of the diploma privileges shall be sent out as formerly by the university.

(9) The university reserves the right to require another inspection by its own representatives if, within the period for which the school has been accredited, important changes affecting the organization of the school or the efficiency of instruction seem to make a re-examination advisable.

(10) The state department shall bear all of the expenses connected with inspection by its representatives and the university shall bear all of the expenses connected with inspection by its representatives.

Inspection of Non-Accredited Schools.

The inspection of non-accredited public high schools shall be the work of the state department with the understanding that the university shall visit such non-accredited public high schools as appear from reports to be eligible for accrediting. Notices to non-accredited schools concerning inspection shall be issued from the state department. Such notices shall contain an explanation of the university's willingness to visit such schools as are eligible for university accrediting.

SANITATION OF SCHOOLHOUSES.

A pertinent discussion of the value of health in children of school age and of the need of sanitary conditions in schoolhouses is contained in Public Health issued by the Michigan State Board of Health.

Fifty thousand American school children are annually removed from school on account of physical inability to continue work. Careful investigation in this and other countries has shown this effect to be due largely to conditions existing in many of our schoolhouses, such as poor ventilation, improper lighting, uneven temperature, unsuitable seats, etc. That these conditions have been the cause and are today causing the indispositions of general depression, lassitude, headache, dizziness, lowering of resistance to disease, and a consequent contraction of the more serious maladies, as pneumonia, tuberculosis, bronchitis, influenza, curvature of the spine, near-sightedness, etc., is an admitted fact; and the knowledge that 30 per cent of all school children are suffering from diseases of the eye should be sufficient to direct the inquiry of every parent, to say nothing of every school official, into the condition surrounding his child. Inasmuch as the years of early school life are the formative period of the tissues of the eye, it is imperative that money and attention be given to the end of proper lighting in our schools. Frequent absence from school, due to colds and other sicknesses, could be eliminated, were ventilation more effectual, were reliable systems of ventilating installed, instead of the common dependence upon open windows.

The experience of the Michigan State Board of Health in investigating the schoolhouses of this state shows that, while during vacation time some improvements are made to overcome the worst conditions, yet these improvements are

only too apt to be make-shift and inadequate. The health of school children demands a more lively recognition of their needs—pure air, supplied at the rate of not less than thirty cubic feet per minute for each occupant of the room; adequate lighting, from the left side, or left side and rear, of the room; adjustable seats to suit the needs peculiar to each pupil; clean, well-ventilated toilets.

The immense sums of money invested in school property, the economic value of every school child, urge the best management of the schooling business and the maintenance of the most effectual means not only of preserving, but of building up, a healthy and strong generation of children.

RECORDS, ACCOUNTS, REPORTS, ETC., FOR THE VILLAGE SCHOOL.

(Concluded from Page 27)

erous cities have conducted educational surveys during the past ten years. The object has been to find out, by a systematic, scientific inquiry, what the actual educational needs of the community are and with what efficiency and success the schools are actually performing their work. These surveys have been given wide publicity, both locally in the daily press, and generally thru books and periodicals. The result has been to stimulate local interest in the schools, and to furnish data on the basis of which contributions have been made to the cause of education. Some beginnings have been made in surveying the schools of villages and rural communities. Any principal that can secure an educational survey of his own district will set a good example, for a great deal of such work ought to be done in the next few years. He will also add greatly to his patrons' intelligent interest in their schools.

It is hardly practicable to make such a survey without outside help. The principal that petitions his nearest normal school, or some good college, or his state university, or all three, for expert assistance will probably find them anxious to participate, especially if the board shows a reasonable liberality in footing the bills. It is unnecessary to furnish any suggestions here for such a survey, as the experts who come to the local principal's assistance will know how to proceed. However an informal survey by local workers may prove better than no survey at all, and may often pave the way for a really expert survey. If the principal wishes to undertake such a survey we recommend that he first make a study of some typical survey.



UTILIZING THE "FLU VACATION" TO THE UTMOST.

The above illustration represents children of Idaho Falls lined up to go to the country to harvest beets and potatoes. During October the schools were closed by order of the board of health on account of the influenza epidemic. To bridge over the gap in the school year most profitably, Supt. Theo. B. Shank arranged that the children be sent each day to the farms surrounding the city. The results were especially gratifying. The children were enabled to enjoy fresh air and moderate exercise and the farmers were enabled to harvest their crops in record time.



Constructive vs. Destructive Criticism

William Lyndon Hess, Wilmington, Delaware



It is the duty of the administrator to criticise the teacher and also the privilege of the teacher to take the criticism. Both administrator and teacher are human, consequently the human limitations of each are apparent.

This is an age of criticism. On every hand there are critics, and critics of everything under the sun from the government's aircraft program to the way our next-door neighbor is bringing up her children. There being two kinds of critics, namely, those whose criticism builds up and those whose criticism tears down, it follows that both fair and unfair criticism is either constructive or destructive. Constructive criticism encourages; destructive criticism discourages and enervates. The one kind incites to renewed endeavor; the other kind, if given in school and is the only kind given, is likely to cause the recipient to relax, and, may be, give up altogether.

It is unfortunately true that many principals and superintendents have had little or no experience in the classroom as teachers. If they have had such experience, it was most likely gained at the beginning of their professional career and can not be called recent. On the other hand, it may be that they do teach a class or two. As a usual thing, however, such a class is not a typical one, and the conditions under which the teaching is done are more or less ideal. Yet, how often it happens that the principal criticises his teachers from a general point of view rather than from the particular; from the ideal side rather than from the practical side as conditions actually exist in the class.

When the principal criticises the teacher under him only because he considers it his duty to do so, he is unfair to her. He is likewise unfair if he offers criticism before he has carefully and with mind unbiased studied the real conditions existing. Teaching in these strenuous days is hard enough without its being made harder by an unsympathetic administrator who seems to forget that he should be a helper.

Inefficiency should never be tolerated, and a superintendent or principal is derelict who permits inefficiency to exist in his school. Yet much inefficiency would be unknown in the schools if the right kind of criticism were given by the principal and supervisor. The teacher's faults must not be minimized nor overlooked. But in criticising her, on the other hand, neither the principal nor the supervisor should so glaringly reveal her faults to her that she is led to believe that she is doing nothing correctly. Her faults should be presented to her only incidentally so that she may see that they can be corrected in the light of her virtues.

It frequently happens that a principal calls a teacher to his office and takes her to task for some fault which he almost invariably exaggerates, whereupon she feels that an injustice has been done to her. The criticism in this instance is destructive, whereas a teacher has the right to receive only constructive criticism. Teaching is

a profession and an art, not a mere trade. The teacher is human; she is capable of learning and can be led into the right way of doing things so much better than she can be driven. Let principals and supervisors realize more fully than they now do that as supervisors they are builders instead of destroyers, democrats instead of autocrats. Tact and sympathy exercised by them will save more really good teachers to the educational system than they are aware of. Low salaries are not the only reason why teachers resign and leave the ranks.

No two teachers are alike. When a principal holds up to a teacher another in the school as a model for her to follow, he may think that he is exercising judgment; but in that he deludes himself, for he belittles the judgment of the teacher whom he is criticising and puts her on the defensive. It may be right to point out in the one chosen as the model some of her virtues which might with profit be emulated, but there is no perfect teacher living whom one can emulate in every particular. A teacher is strong in some ways, while in other ways she is weak, perhaps. Her good qualities do not make her a perfect teacher, neither do her bad qualities make her a failure.

Do we not occasionally meet a principal who is obsessed with the idea that his teachers are failures because some of their pupils call them nicknames? Is that not snap judgment? He calls those teachers before him and criticises them as failures because of the names that he has happened to hear them called. "A rose by any other name would smell as sweet," yet such a principal seems to believe that if a rose is called a dandelion, a dandelion it surely is and the odor of the dandelion is there. How blind some people are whose natural sight remains unimpaired! According to this principal a male

teacher is surely a "sissy" and inefficient with boys simply because a few of his questionable pupils call him Mrs. or mother, in spite of the fact that he may be a father with a boy of his own.

Would it not be well for principals to awake to the fact that they must be fair at all times? How else can they hold the respect and confidence of their teachers? A fair principal is a counsellor and a friend, not a judge; his office is not a court where he sits in judgment but a shrine where his teachers are permitted to kneel, as it were, and receive a blessing.

There is scarcely a board of education that does not have two types of men on it. There is the fault-finder, who is the bane of a good conscientious teacher; and there is the member who is happy and ever willing to extend judicious praise and is a blessing to the teacher who is doing her duty. The one type of member sees "the mote that is in his brother's eye" but does not consider "the beam that is in his own eye"; while the other type of member after casting out the beam that he knows is in his own eye sees clearly how to cast out the mote that is in his brother's eye. The one with dim vision aims to be politic rather than fair; the other with clear vision praises where and when necessary and secures first-hand knowledge before he offers criticism.

While the motives of board-member critics are as varied as the individuals certain classes are to be found in city and hamlet, particularly the latter. There is the political type which has an ear to the ground to catch the slightest murmur from the voter or from the man higher up in office. There are the petty merchant and the small professional man to whom the school board is a stepping stone to personal or business preferment. The unjust part of much criticism from men of these types is the fact that they frequently find fault from hearsay. They listen to irate parents or aggrieved taxpayers without giving the teacher due consideration or even a hearing. Quite in contrast to men like this is the big-hearted lawyer or doctor or businessman who can grasp a situation and by separating the chaff of prejudice and opinion from the grains of evidence, arrive at the truth. Such a man will right wrongs firmly but tactfully and kindly; he will praise where merit, and efficient performance have deserved it; and he will encourage teachers to overcome mistakes and to avoid troubles. It is well for members of boards of education to remember that teachers in the local schools do not stand to them in the relation of employes in the ordinary sense. They are rather associates in a public work and each deserves the respect and co-operation of the other.

Encouragement and efficiency come thru judicious praise rather than thru carping criticism. The sooner school board members and supervisory officers realize this and practice it more than is now common, the better it will be for both teacher and child.



MR. FRED W. ARBURY,
Superintendent of Schools, Saginaw, W. S., Mich.

The Teachers' Association in a City of Twelve Thousand

Orwin Bradford Griffin, A. M.

It was my privilege two years ago to be president of the teachers' association in an old New England sea-coast city. This article, then, will be based chiefly upon the experience of the 1916-1917 school year. It will, further, embody practical suggestions and ideals for the administration of teachers' associations in general.

Purposes of the Association.

Probably no one will disagree that the chief purpose of a teachers' association is the improvement of the conditions of teaching. Thru the professional organization in a successful effort to better the financial condition of all the teachers in the city of which I write, there has resulted a stronger sense of comradeship, "togetherness," and a keener insight into the precise relation of the teaching corps to the other divisions of the system and to the community itself. Similar good results come from the various purposes which a teachers' association should develop.

Over seven years ago our association was reorganized at the instance of the superintendent. In the constitution adopted at that time the objects of the society are stated as follows: first, to promote a professional spirit among its members; second, to provide opportunities for the general improvement of its members along broad educational lines; third, to strengthen the feeling of mutual interest and good-fellowship among its members. These clauses have proven sufficiently elastic to include as means regular business meetings, discussions, entertainments of a purely social character by and for the teachers, authors' readings, plays, lectures, entertainments by companies, carnivals, and salary campaigns. The majority of these affairs have been open to the general public.

Records of the association previous to its reorganization indicate that there was danger of one-sided development in its activities. Educational lectures coming on an average of once in two and one-half months were poorly attended even by the teachers. One great value of having the objects stated along several lines, as in the new constitution, is that the scope of our activity and influence has been much increased.

Program.

The direct administration of the affairs of the association is in the hands of an executive committee of seven members. The president, vice-president, and secretary-treasurer are ex-officio members of this committee. It has recently been the policy to elect president and secretary-treasurer from the same school, but this is not a fixed requirement. The four additional members represent their respective schools, one of them being generally a representative of the smaller buildings. The city has twelve schools in all. The executive board calls upon all the teachers for assistance, formulates the yearly program, and administers it when approved.

The first business of the year is the annual election of officers, held on or before October first. Possibly a better arrangement would be to hold a June election so that the committee might have more time in preparing the program, but this is open to the objection that very often the same teachers who were present in June are absent in December. Probably, however, a choice might be made easily of teachers who are most likely to remain in the system, and such selection conceivably would have the added advantage of retaining desirable teachers for another year. The influence upon such teachers of election to a position of honor in a good teachers' association should not be underestimated. The three officers could be elected in June and the four additional members of the executive committee could be chosen on or before October first. This would give opportunity to include valuable new teachers on the executive board. It is important that the board organize and get the printed program out at the earliest possible date.

The first social affair has often been a Haloween party where all the teachers in the city gather, the new ones having a chance to become acquainted with the others. An entertainment given several years ago helped weld all parts of the school system. This was a farce written and played by the teachers, entitled "A Meeting of the Board of Instruction, 2010." This entertainment was not open to the general public, but members of the board of instruction were invited guests. A provision of the constitution allows for the invitation of friends to such "organizing" socials.

Under the "professional spirit" and "general improvement" clauses, lectures and other entertainments have been given. From the State College, which is fortunately situated near our city, we can secure well-equipped lecturers from the education, English, natural science, history, sociology, and other departments. These lecturers ask only traveling expenses. We in turn advertise the addresses and offer them without charge to the community. Last year, addresses on "The Gary School System" and "Review of the War to Date" were delivered.

The Proposed program for this school year is here given briefly. The first social has been held. Next comes a group of Japanese entertainers, appearing in their national costume. Following this is slated an address by Miss Mabel Hill on "Teaching Citizenship," open to the public without fee. For January a "motion picture day" is proposed, when the teachers' association will take charge of the program of a local motion picture theater. In February, a colonial party for teachers; in March and April, other lectures—one by a university president—are planned. This gives the framework of a program. In intervals come other occasional meetings of the teachers.

Finances.

The income of the association has thus far been from two sources—membership fees and entertainments. By the constitution any person engaged in educational work in the city may become a member upon applying to the executive board, paying the annual dues of fifty cents, and subscribing to the constitution. Last year the association included in its membership the 65 paid teachers and twelve teachers-in-training of the city training school. Hence from membership dues alone \$40 were received.

One entertainment, carefully chosen and planned for and thoroly advertised, served the double purpose of furnishing wholesome amusement to a large audience of townspeople, and a reasonable profit to the association. This was supplied by a troupe of Hawaiian singers and players hired from a reliable bureau in Boston for about one hundred dollars. Before the music a member of the company gave a short talk on the Hawaiian Islands. The affair was held in the high school hall; every seat was reserved; pupils' tickets sold for twenty-five and adults' for fifty cents; practically every seat was engaged before the day of the entertainment, and that evening the house was sold out. The net profit was close to \$150. Of this, one hundred dollars has been set aside as a fund for such aid as may be needed locally by teachers or for helping along the cause of teachers' pensions in the state. The value of intelligent advertising of such enterprises as described above cannot be too strongly urged.

The Salary Question.

It has been signified that the chief purpose of a teachers' association is to better the conditions of teaching. Of course this means besides professional improvement by study, lectures, and travel, the bettering also of the financial condition of the teacher. Here we come to a problem which craves wary walking. When the salary question arises, two courses are open to a teachers' association: either it may avoid the issue and remain on absolutely "safe" or "neutral"

ground; or it may enter the lists as champion of a just cause.

"Upon the whole," said Professor John Dewey,¹ "we have two kinds of teachers' associations. There are the purely pedagogical associations, those that discuss methods of teaching the alphabet and penmanship, and the multiplication table. Nobody ever heard of those associations getting into any trouble, so far as I know. They are a very good thing. They serve a very useful purpose. There isn't a sinister interest in the United States that isn't perfectly willing to leave in the hands of the teaching body the ultimate decision on points of that particular kind which come to be known as 'pedagogy' and 'pedagogical methods'."

The other kind of association includes those "which have performed a needed and a useful task in protecting certain personal interests of teachers, their salary interests, the tenure and security of office."² These aims must be combined: we must attempt "to bring together the educational interests which now are discussed in a purely theoretical way, and these other more practical concerns."³ Our association is conscientiously trying to effect just this combination. The process is often discouraging.

When the question comes up of an increase of salaries for the teachers, it too often means a political agitation. Policemen and firemen, protectors of life and property at the risk of their own lives, unquestionably deserve all the increases which they receive. It is to be wondered, however, if there can be any connection between the remarkable swiftness and precision with which rules of procedure are swept aside in council to grant their plea and the fact that they are "also voters." Teachers—80 to 95 per cent and more of them women, protectors of life in a much more profound sense—who, moreover, are expected to train youth in the duties and rights of citizenship, are generally not themselves citizens or voters,⁴ and it sometimes does happen that the wheels of local government revolve with suspiciously reluctant movement when the call comes for more pay for the teachers.

It is doubly and trebly more difficult for teachers to secure an increase in salary than for most public servants. They must work quietly and with dignity thru the superintendent, thru the school board, thru the city government. Small wonder if their plea should lose force in transit! No agitation may be carried on in the press, nor shall any sort of propaganda be launched by the teachers. They must leave their fate in the hands of the superintendent, who is to be their advocate before the school board at meetings the inner workings of which they do not learn. This they have to do, unless they dare to risk a violation of professional ethics.

Suppose, then, that the cost of living is rising rapidly and the salary schedule is in effect retrogressing, and that the superintendent-advocate may be described as "interested," lukewarm, non-committal, or neutral. Shall the teachers organize and campaign? Shall they "go over his head," if necessary? The answer is decidedly in the affirmative in such an unfortunate state of affairs. Let the teachers keep what dignity they can, and what vestiges of professional ethics they may, but let them present a determined front and push a vigorous action to the last trench, to the last ounce of strength. When justice and right are concerned, there is no compromise.

¹Address at mass meeting called by American Federation of Teachers during N. E. A. convention, N. Y., July 6, 1916. (In *American Teacher* for September, 1916, pp. 99-101.)

²Idem.

³Idem.

⁴This argument for woman suffrage leads logically to question of married women for teachers. Dr. McAndrew is reported to have declared (N. H. State Teachers' Association address October 19, 1917, at Manchester) that the best teachers are those who have three or four children and one husband of their own.

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Perhaps such conditions as here recounted rarely obtain. Concerning my own experience I believe that it is fair to say that our petition for an increase of salary, based upon a careful investigation of actual conditions, such as the reputed rise of prices and the actual needs of the teachers, was partially successful after a time. Our teachers received an increase in yearly salary of one hundred dollars each. Without doubt measures were taken so that the total of the salary advances will not be represented in the budget this year by an equal gross expenditure item.

Status of the Teachers' Association.

What is the place of a teachers' association in the school system? As an organization with a constitution, definite aims, and officers, involving as it does the entire teaching corps, it is de facto an important part of the system. The teaching corps unorganized is what the phrase says, a spiritless body. The teachers' association infuses an animating spirit thru the whole school system.

Because of these facts the association is clearly entitled to official recognition. It is much to be desired that the school board pass resolutions giving official standing to the teachers' organization, according to its rights and privileges as well as defining its duties. The association should be allowed to use the city seal or the official device of the schools on its programs, letter-heads and publications. The fitness of such recognition is fairly obvious.

If official recognition is refused, shall not the association have recourse in time of need to affiliation with the labor union to the mutual advantage of both? It would be indicative of much more intelligent foresight to treat the association as tho it had some standing in the eyes of the superintendent and school board than to accord it treatment which might be interpreted as slighting.

Responsibilities of the Teachers' Association.

Thus far the question has been presented perhaps entirely from the teacher's point of view. There is another aspect.

Teachers in organizing should never forget their responsibilities for the efficiency of the system, to superintendent and school board, and to the community. They are in a high calling. No other class of workers of the world has a better right to glory in its particular function than the teachers of children. The more highly organized, closely knit together in a common purpose or socialized a group becomes, the greater are its responsibilities toward other groups of the community. This is preeminently true of the teachers' association.

It is actually a duty for teachers to organize. In most systems there are the kindergarten teachers, the elementary grade teachers, the junior high school staff, the high school staff, and the teachers of special subjects. It is obviously incumbent upon these teachers to get together, not selfishly for their own interests, but for the efficiency and welfare of the school system, that it may work as a unit to fulfill its definite task. Let no one for an instant think that a soulless Prussian precision of action is to be striven for; there should be just a union of teachers working with heart and brain and spirit to make the schools the fittest agent they possibly can be in teaching American boys and girls how to live good, wholesome lives of service.

If the teachers' union assures the well-working of the system, its responsibilities to superintendent and board are in large measure met. Teachers should keep in mind the fact that it is the board of education and the superintendent which have put every man Jack, and woman Jill, of them on the job, and that the superintendent and board are also working earnestly together with the same ultimate object in mind which they themselves have.

If teachers expect superintendents and boards of instruction to smile beneficently and advocate increases of salary for them, they must surely be prepared to take measures to increase their professional efficiency and worth to the system. Save under extraordinary circum-

stances, such as the present world-wide upheaval has caused, this is the only basis upon which an increase of salary should be granted. Teachers as a rule do tend to take definite means to make themselves more valuable to a school system and certainly work more cheerfully and willingly under additional compensation. In this matter of granting the teachers' petition for more pay, what may seem almost intolerable slowness to respond and excess of caution on the part of the school board may actually be its wise way of meeting opposition to the teachers' cause not necessarily of its own members, but perhaps of powerful officials in some other branch of the local government. Therefore the association can scarcely use too much courtesy and care in dealing with superintendent and board.

Back of responsibilities for the efficiency of the system and to the superintendent and school board, lie the responsibilities of the teachers' association to the whole community. Upon its thinkers and teachers the community depends for almost its entire well-being. They are answerable for the degree of civilization which each generation attains. We dare not let it be a platitude that the social inheritance of the foregoing generations is to be delivered illuminated and improved upon to the children of today. Teachers in organizing for their own social and economic betterment must not allow their clear vision of duty to the community at large to become obscured.

There are certain specific and tangible practical ways in which the teachers' association can exert a most wholesome influence upon the community. It ought continually to provide uplifting entertainment for children and adults who otherwise might never know any other form than cheap and tawdry vaudeville shows and morbid motion pictures. The association should organize extension courses on history, the war, politics, current problems of the day, and so on. Countless other devices possible thru the city association of teachers will at once be thought of by anyone with the interests of his fellow citizens vividly at heart. These things are practicable with a carefully administered exchequer. Perhaps even, by showing a good record and by quiet campaigning in leisure time, the teachers may find local benefactors ready and eager to help.

In a certain city many clubs and societies devise and carry out their various programs independently of one another. In these days when a great world tragedy, involving our own country, brings all true men and women together in a common purpose and strengthens the bond of mutual understanding and sympathy, economy and unity of effort must be the rule. The teachers' association could take the lead in forming a committee of united societies representative of all clubs which in any way affect the public life. On the committee should be represented the literary, art, college and patriotic clubs; the Red Cross; and others. Probably the membership of this body need not number over forty. The Committee of Forty could plan many features of a large annual program for the city's uplift and entertainment, to inform and refresh the minds and strengthen the spirits of the townspeople against the care-fraught days which seem just ahead. Such a committee would be but one more of many agencies now active in the glorious work of forming this nation into a mighty combatant on the side of right. There can scarcely be too many such agencies over the land, but much would be gained by the union and reorganization in the interests of economy of action and intelligent co-operation of many existing clubs in particular localities. It seems to me that this is peculiarly a plan for the teachers' association to initiate.

Our own soldiers are now in the front line trenches in France. They get their local newspaper over there and are deeply affected by the backing which their own people, three thousand miles away, seem to give them. They greatly need to feel the whole-hearted, unwavering, fervent loyalty and undaunted courage of the folks

back here. Let the teachers' association enlist the aid of the local press in assuring that only articles reflecting our true spirit of undivided determination to win the war will ever be printed.

Association Headquarters and Publicity.

The value of having some designated headquarters and an official publication cannot be too strongly urged as giving authority to the teachers' association. "We should have a body of self-respecting teachers and educators who will see to it that their ideas and their experience in educational matters shall really count in the community."¹

If possible, permission should be obtained from the superintendent for the use of a room in one of the schools where a printed sign can go up: "Headquarters of City Teachers' Association. Office hours of the president, etc." The ideal way would be to have a room or two, centrally located in the city and tastefully furnished, which would serve as a recreation center for the teachers.

One of the most effective means by which a teachers' association can serve the community and help its own members is the official publication. This could be a weekly bulletin, a monthly or bi-monthly magazine, or a year-book. The more often it can be issued in suitable form, the more good it will do. Concerning the possibilities of such an organ an entire chapter could be written.

In the city referred to by this article a nucleus for beginning a teachers' monthly journal can be found right now in the dozen odd theses written by the recent graduates of the training school. Continued publication of the ideas of these young women might result in stimulating the desirable interest and activity of those teachers in the system who have been longer out of the normal school or college atmosphere. These latter from their wealth of experience and knowledge of the particular local system could give ideas of inestimable value in bringing school and townspeople to a common ground of understanding.

Summary and Conclusions.

A teachers' association is chiefly concerned with improving conditions of teaching. So long as no specific crisis threatens, it can devote its attention to the profitable work of professional improvement and entertainment. An effective administrative body is the small executive committee which formulates definite yearly programs, as described. A good income must be carefully provided. When the salary question arises, the association should courageously champion the cause, basing claims upon sound principles. If the force of the organization is contemned, it may then have recourse to the labor union. Preferably, however, the teachers' association should be given official recognition as an important part of the school system. Teachers should always have the good of the system at heart. Organization is a responsibility upon them for fostering the most desirable kind of *esprit de corps*. "A teachers' organization without the heart-whole support of the superintendent and school board is liable to all kinds of trouble. . . . Don't try to organize without the support of board and superintendent, but never rest until you get that support."² By arrangements with local theater syndicates from time to time and by presenting wholesome programs, a teachers' association can be of great service to the community. By co-operation with other local organizations it can "do its bit" more effectively. Two agencies which increase the standing of the association in the community are designated headquarters, attractively arranged, and an official magazine with keen editorial policy.

The teachers' association conducted along these lines will be a credit to itself, the school system, and the city. It may encourage broad-minded policies in associations of neighboring cities, influence state educational legislation,

(Concluded on Page 75)

¹From the article quoted above.

²Sallie Hill, Colorado School Journal, November, 1916, pp. 17-20.

LONG TERM VS. SERIAL BONDS FOR SCHOOL IMPROVEMENTS

Advantages of the Latter Type

Bonding, it is becoming more clear from year to year, is the least desirable method of financing school building operations in large and middle-size cities. In the small communities where the schools represent the largest single item of local expense, except perhaps the water supply system, the issuance of bonds remains as the only expedient for financing the purchase of sites and the erection of a high school and grade schools. The best economists agree that the next step in the improvement of school finance in the large centers is in the direction of a pay-as-you-go policy which will finally eliminate bond issues altogether. For the small communities the type of bonds which is lowest in final cost and which will distribute the burden of payment most equitably must be adhered to. In this connection a recent paper by F. F. Blachly of the University of Oklahoma is valuable in throwing light on the relative advantages and disadvantages of the two most common types of bonds. Mr. Blachly is decided in his advocacy of serial bonds as against the long term or sinking fund bonds which are most commonly issued by school districts and municipalities.

In writing in "Oklahoma Municipalities" about municipal bonds in general which include school bonds, Mr. Blachly says:

"There are two main methods of providing for the payment of municipal debts:

"1. The Sinking Fund Bond Method.

"2. The Serial Bond Method.

"The first of these methods, which has been used more times than any other in American cities, may be summarized as follows: The city issues a number of bonds, all of which mature or become due at a certain fixed date in the future, ten, twenty, thirty or forty years ahead, as the case may be. In order to be assured that there will be money on hand to pay the debt when it becomes due, a fund is created and each year contributions are made to it large enough to pay the debt at maturity.

"In the serial bond method the city issues a series of bonds in such a way as to make one or more of them mature in each successive year or certain designated times of the loan period. Let us take an example. A city borrows \$100,000 and provides ten series of bonds of \$10,000 each, one series of which shall be due each year until the last one is paid. These bonds are, as a rule, paid from the proceeds of a tax or some particular revenue.

"There are some arguments in favor of the first method, altho the latter method seems today to be gaining in favor. The arguments put forward by those advocating the sinking fund bond method are:

"(1) It theoretically, at least, bears equally upon the taxation or revenue of each year of the repayment period.

"(2) It is a much better kind of bond for the investor in that the whole issue extends over a long period, while of the serial bonds, some are short termed and some are long termed. Investors do not as a rule wish short termed bonds.

"(3) For the above reason short termed issues do not sell as well as long termed bonds.

"(4) Theoretically, again, at least, with a sinking fund, the investor is always protected as a fund is accumulated to pay the debt at the time when due.

"There are, however, a good many arguments against the sinking fund method:

"(1) The first objection usually made to sinking funds is in the impossibility or almost impossibility of establishing just the proper amount of fund to pay the debt when due. In most cases either the fund overshoots the mark or else falls far short of meeting the requirements. This is due to several reasons:

"a. If a certain millage tax is levied yearly to meet the sinking fund requirements, there is great danger that at the end of the period there

will be accumulated more than enough to amortize the debt, for as the community grows, taxable property grows, with the result that a millage tax toward the end of a long period will produce much more than at the beginning of the period, the time when the plans must be made. That is, while tax rate remains the same, the base increases, thus giving a much larger amount of money. For instance, in New York State for a certain sinking fund, the tax rate was .005 mill per \$1,000,000 of bonds on assessed valuation. In the year 1910 and 1911, when the first contribution was made, the rate produced \$49,108.10 per \$1,000,000 worth of bonds outstanding. In 1915 and 1916 it was estimated that it would produce \$57,903.36, yet the sinking fund requirements for the accrual of principal and payment of interest are exactly the same as they were in 1910 and 1911, namely, \$48,865.50 (Municipal Research No. 60, page 284).

"b. It is very difficult to figure just how much interest the funds themselves will yield. This is due to the fact that the rate of interest received on such funds may change and that part of the funds may not be invested all of the time.

"An investigation by the New York Bureau of Municipal Research into the sinking funds of New York State shows very clearly how impossible it is to figure sinking funds correctly. In respect to the canal debt sinking fund, it was shown that in a period of three years there had been accumulated an amount equal to one-fourth of the total outstanding bonds, altho an average of forty-five years must elapse before the bonds were to mature. It was also shown in respect to this fund that while there should have been held in sinking fund for the extinguishment of the debt only \$3,429,000, there was in the fund \$25,590,000, or a surplus of \$22,161,000 more than necessary. In respect to the highway debt sinking fund, it was shown that 'In an average period of three years 16 per cent of the debt had been accumulated, altho an average of forty-seven years must yet elapse before the highway bonds mature.' (Municipal Research No. 60, page 273.)

"An investigation of the sinking funds and serial bonds of the municipalities of Massachusetts, involving some 1,200 municipal sinking funds, 'revealed net apparent deficiencies in forty cities and towns aggregating \$1,794,391.58, and net apparent surpluses in forty-seven cities and towns aggregating \$2,855,192.37.' (American Economic Review, Dec., 1913, page 883.)

"(2) It is a notorious fact that sinking funds are very often mismanaged, sometimes lost thru unwise investments, and have been even at times stolen. At times also men representing banking interests have schemed to get themselves or their friends appointed trustees in order that they might divert the funds for investment to their own banking institutions. Professor Munro gives an illustration of this where 'in Boston during the ten years 1890-1900 three local financial institutions holding about \$350,000 of sinking fund deposits failed, and in each case one of the officers of the defaulting institutions was a member of the city's sinking fund commission.' (Munro, Principles and Methods of Municipal Administration, page 472.)

"(3) There may also be a deliberate suspension of payments to sinking funds or the money in sinking funds may be borrowed by other funds.

"The Oklahoma law provides that municipal sinking fund money may be invested in the warrants of any city of the state. The city, therefore, invests its sinking funds in its own warrants. The net result of such a transaction is that sinking fund money may be used for current expenses and the only security that the bond holder has is a different kind of a promise to pay.

"Very often, also, city authorities have failed

to make any contribution to the sinking fund or else have made a smaller contribution than the fund required.

"(4) The fourth large objection to the sinking fund method is that it is extremely complex. While it is admitted that it is possible to work out a sinking fund scheme if expert accountants are employed, yet as a practical matter it is almost certain that in the smaller cities, at least, such expert service will not be had and so the sinking fund will be little more than guess-work. Simplicity is the basis of all good government, particularly, when it comes to finance.

"Nearly all these objections are obviated by the use of the serial bonds. In serial bonds the scheme of retirement is automatic. The result is that by simply tabulating the necessary amount for each fund the amount needed in the tax budget for the debt payments is easily ascertained.

"By using serial bonds no trustees are required, no accumulations are necessary, the city cannot omit payments or divert money to uses for which it was not intended. When a bond matures it must either be paid or be defaulted and so there can be no miscalculation. Again the common practice of refunding portions of debt is entirely done away by this method. Where each installment of the debt always is paid as it falls due, there is no possibility of refunding, such as there is where there is a balance of a debt, that has not been taken care of by the sinking fund.

"Another reason why the serial bonds are preferable to bonds paid by means of sinking funds, is the fact that the debt burden can be adjusted more readily. One has three options of serial issues. In the first place, the bonds may be made to fall due so as to insure equal payments on the principal each year. By adopting such a scheme the heaviest burden falls in the first few years as with each succeeding payment on principal, the interest decreases. This method is desirable in many cases, particularly in regard to improvements which need many repairs during their latter years, such as pavements, bridges, schoolhouses, etc. As the bulk of the interest is paid during the early years of the improvement, there will be less strain in keeping up the repairs, when the old age of the property makes them necessary, than if the same amount of interest had to be paid thruout the term of the entire debt.

"In the second place, a series of annual maturities may be so arranged that the total amount required for the paying of interest and principal will be the same each year. This method may be used to advantage when it comes to buying permanent improvements such as parks, building sites, etc.

"In the third place, it is possible to arrange the series arbitrarily—that is so as to make no bonds mature during certain years and a good many in other years. The advantage of such a plan consists in the fact that by having no bonds mature during the first few years of the debt it is easier to sell the bonds. Few people, perhaps, wish to buy bonds that run for only a year or so. There are some objections, however, to such an arbitrary scheme, in that it puts the largest share of the burden on those who receive the least benefit from the improvement and so necessarily causes less care in borrowing than there should be. As remarked by Professor Munro, 'It defeats one of the chief objects of the serial system, which is to graduate the burden of a loan according to the benefits received.'

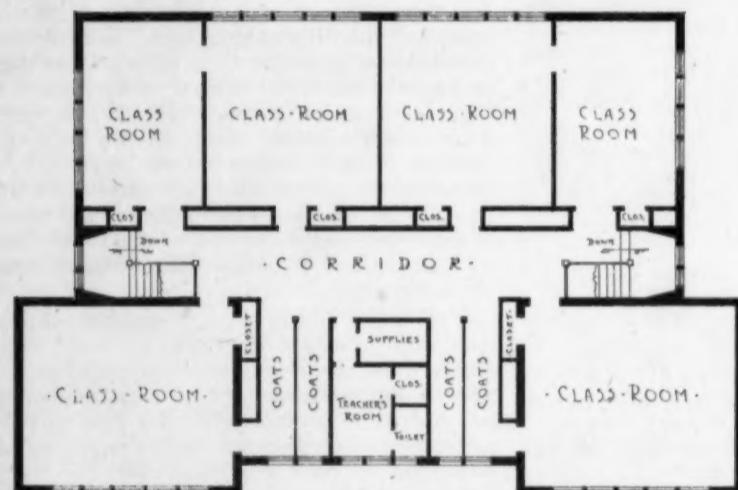
"Finally, it is claimed that the total expense to the community under the serial plan is somewhat less than under any other plan. (Municipal Research, No. 84, page 25.)"

Teachers and pupils in the schools of Minneapolis, Minn., will lose the usual holiday vacation as a result of the epidemic. Schools are to be kept open during one week of the Christmas season.

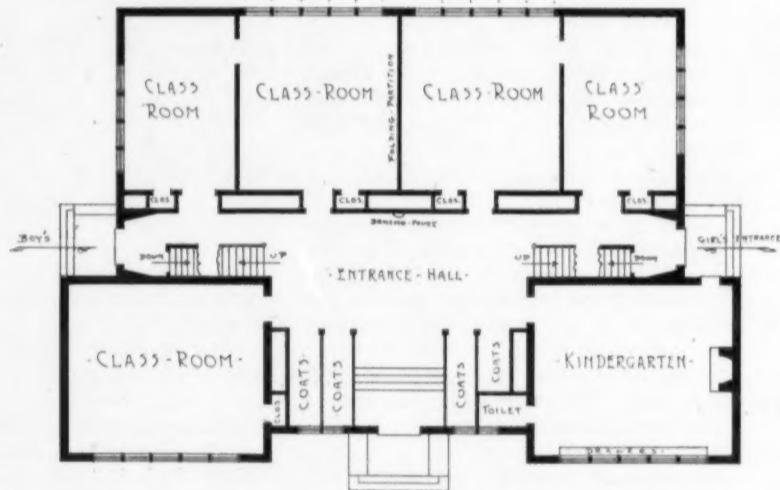
Worcester, Mass. Saturday sessions and the elimination in whole or in part of the Easter vacation are considered as a solution for the lost time due to the epidemic.



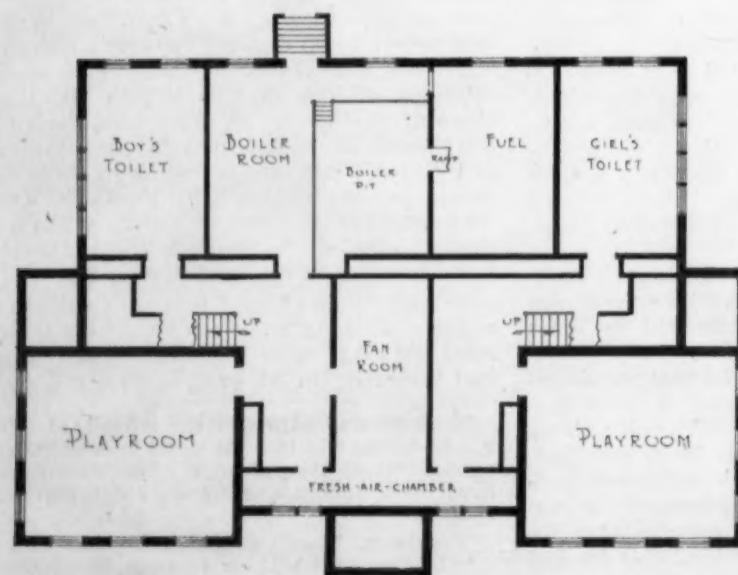
WHEELOCK SCHOOL, KEENE, N. H. (After Remodeling.)
Mr. Harold Elliot Mason, Architect, Keene, N. H.



Second Floor Plan, Wheelock School. (After Remodeling.)



First Floor Plan, Wheelock School. (After Remodeling.)



Basement Floor Plan, Wheelock School. (After Remodeling.)



The Wheelock School as it appeared before Remodeling.

SOME MEDIUM-SIZE AND SMALL SCHOOLHOUSES IN NEW HAMPSHIRE

The Work of Harold Elliot Mason, Architect, Keene, N. H.

The architect of the schoolhouse which the small city or the village requires has an interesting and puzzling problem to solve. Almost invariably the funds at his disposal are insufficient to work out plans which generously meet all the requirements and most of the desires of the several factors in control of the affairs of the school district, so that the architect is called upon to balance nicely all those money-consuming elements of a building that make for completeness of teaching space, external embellishments, permanence of construction, elaborateness of equipment, etc. The superintendent and teaching staff do not exist who cannot outline requirements for classrooms, laboratories and workshops which are double or treble the developments of enrollment and enrichment of the curriculum to be expected in the natural course of events. The schoolhouse of the average village shares with the church the honor of being the most important public structure, so that it is only natural for the architect to seek some elaboration of trim and some dignity in the choice of more or less expensive materials for facing the walls and covering the roof. The desirability of making the school absolutely safe against fire and panic and indeed of equipping it to be a model of sanitation, heating, ventilation and plumbing are all ideal considerations that the architect must prune to everyday, commonplace proportions dictated by a hard-and-fast fund provided thru a bond issue or tax levy. So the architect of small schools has a large dilemma on his hands that is not two-horned, but multi-horned as the complications of each local situation may make it.

In the accompanying pages are illustrated and described a group of small schoolhouses, the work of a New Hampshire architect, Mr. H. E. Mason, who has understood very clearly the function of the modern schoolhouse as an instrument of education. He has sought utility and completeness without sacrificing beauty or comfort. In nearly every case it was necessary to cut the exterior decoration to a minimum and to rely upon the texture and color of the materials and the pleasing outlines of the whole for an architectural effect.

In none of the buildings construction, heating, ventilation, and adequate space and equipment have been sacrificed to undue economy. Elaboration of whatever kind has been avoided and waste of space and materials has been obviated. Considerable attention has been given to a very evident tendency of the schools toward industrial, agricultural and household arts instruction and the rooms for these branches are

perhaps more complete than would seem necessary to the old line schoolmaster.

The Jaffrey High School.

The high school at East Jaffrey, N. H., was planned ultimately to accommodate a complete high school organization. The community in which it is located is growing, and for the present the first floor of the building is used as a grammar school accommodating in five classrooms 175 pupils. Four of the classrooms are provided with wardrobes and generous book and supply cabinets.

The floor plans are well balanced. At one side of the main entrance is a principal's office and on the other side a teachers' room. Both rooms have small retiring rooms and are attractively furnished.

The second floor contains a well lighted study hall for the high school, three recitation rooms and practical arts and science departments. The practical arts department consists of a room 24 feet by 28 feet, completely equipped with apparatus for cooking instruction, and on one side of the room are arranged alcoves for use as model dining room, chamber and pantry. These alcoves are entirely open on one side, giving ex-

The plumbing thruout is of the best. The building is heated by steam and the ventilation is furnished by the indirect gravity system which has proven economical and satisfactory. In addition to the usual electric lighting system, special outlets have been provided for laboratory and stereopticon work and each floor is fully equipped with fire gongs. Outside doors are provided with panic exit bolts.

The exterior and supporting walls are of brick, with trimmings of cast stone, roof of tar and gravel, interior finish of yellow pine stained brown, walls finished with flat wall paint and floors of maple. A considerable saving in steel construction was effected by placing iron columns in two of the window mullions of the classroom groups. This method does not cut off the light as in the case where brick piers are used for the purpose.

The cost of the building which was completed in September, 1916, was as follows: General contract, \$25,600; heating, \$4,100; plumbing, \$1,630; electrical work, \$505; total, \$31,835.

The Wheelock Building.

In the spring of 1917 the school board of Keene was confronted with the problem of increased school accommodations in the district where this building is located and after a careful study of the situation by the architect and the committee, it was decided to remodel the existing building.

How successfully this was accomplished can be readily seen from the accompanying plans and illustrations, as the original four-room, poorly planned and inadequately heated, ventilated and lighted building was transformed, at a very low cost, into a modern twelve-room school.

The stairways which were originally together at the front of the building are now located at opposite ends of the main corridor and afford ample and safe means of exit in case of fire. A complete fire alarm system has been installed and panic bolts have been placed on the exit doors. A system is also being planned which will open all outside doors automatically when the fire gongs are rung or at the touch of a button on any floor.

The first floor contains five classrooms and a kindergarten, the latter located in such a way that a separate outside entrance is possible. The kindergarten is provided with a separate toilet, with special juvenile fixtures. It is completely furnished. Under the group of windows a cabinet of drawers has been built in so that each child has a separate place for toys.

Between the central classrooms on the first and second floors a folding partition has been provided so that the two rooms may be opened into a good-sized assembly hall. The partition



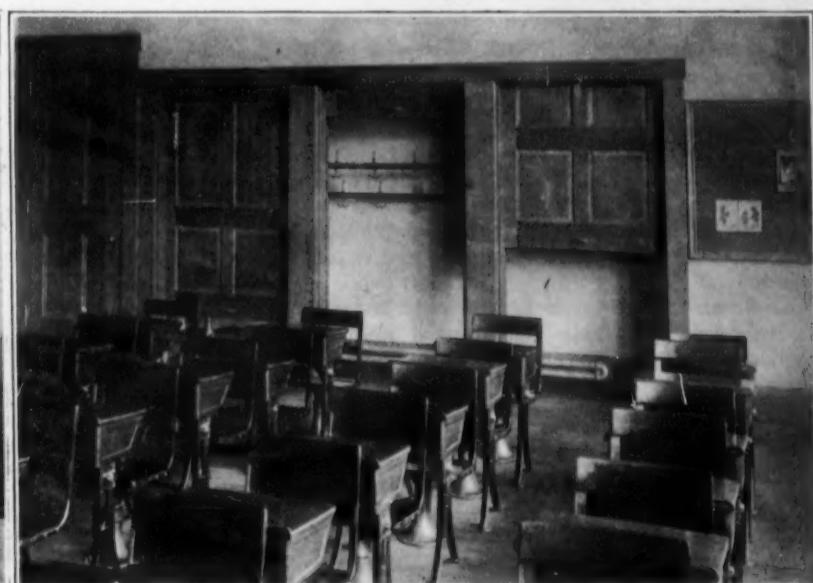
Typical Floor Plan, Wheeler School (before remodeling).

cellent opportunity for demonstration. The science department consists of a well equipped chemical laboratory, a physical laboratory and between these rooms, a good sized lecture room. Large supply rooms are provided for these laboratories and a dark room for photographic work. On this floor, over the stair landings are located toilets for the pupils.

The well lighted basement contains separate playrooms for the boys and girls, a manual training room, a storage room, toilets and the usual boiler and fuel rooms.



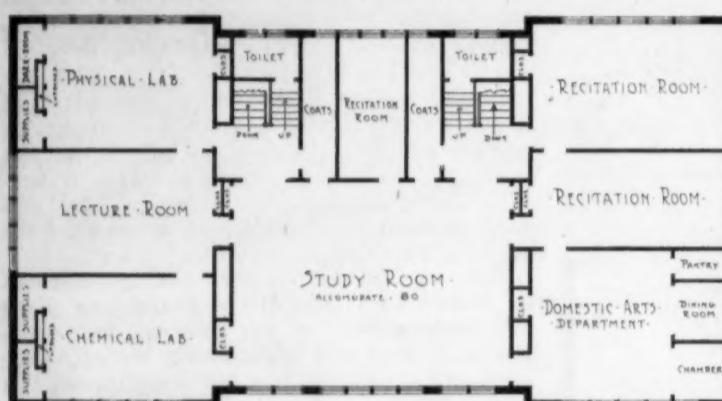
Classroom in Wheelock School showing Folding Partitions Opened.



Classroom in Temple Grammar School showing Built in Wardrobes.



JAFFREY HIGH SCHOOL, EAST JAFFREY, N. H.



Second Floor Plan, Jaffrey High School.

has a blackboard surface on one side and a display board on the opposite side. The basement contains the usual play and sanitary rooms. The heating is provided by a forced fan system, the air passing over heated coils located in the basement and from there thru metal ducts to the store rooms.

This system of heating and ventilation, while considerably more expensive than the gravity system, is more positive in operation in mild weather, but in the writer's opinion it is doubtful whether for moderate-sized buildings the fan system works fairly well in severe and moderate weather and on a mild day the windows can and should be opened for fresh air. It is also difficult in a country town to obtain skilled men to keep the mechanical system in repair.

The cost of remodeling this building was as follows: General contract, \$19,243; heating, \$4,658; plumbing, \$1,159; electrical work, \$470; total, \$25,380.

The Charlestown Primary School.

The new primary school at Charlestown, N. H., is considered one of the best constructed and most completely equipped two-room school in the state. The school is most interesting and picturesque in its wooded surroundings and the rustic effect has been preserved with cement stucco. The building has a foundation of concrete and underpinning of red brick and a roof of slate.

The classrooms are each 22 feet 6 inches by 29 feet, accommodate forty pupils each and are provided with wardrobes and closets for teaching supplies. The toilets are located on the main floor, so arranged that the necessity of stair climbing on the part of the pupils is obviated. The girls' toilet has a separate compartment for the use of the teachers. All the plumbing fixtures are of vitreous china thruout.

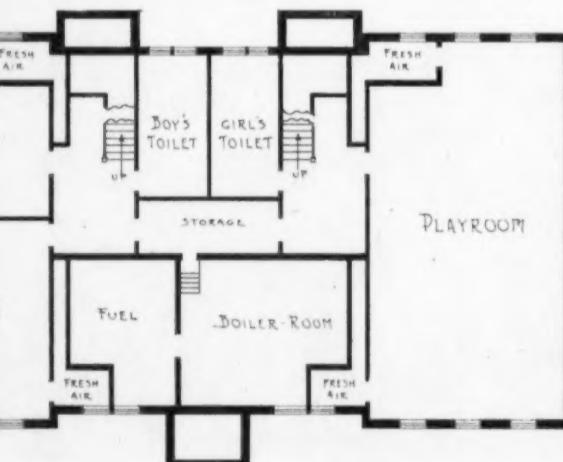
The basement is entirely used for play purposes with the exception of the small part occupied by the boilers. The heating system is a steam plant with ventilation by the gravity sys-

tem, supplemented by a mechanical ventilator at the roof.

The building is wired completely for electric light. It was completed in October, 1916, and cost a total of \$7,398, of which \$5,844 were used in the general contract, \$880 were spent for heating, \$586 for plumbing and \$87 for electric wiring.

A Complete Grammar School.

The West Stewartstown Grammar School at West Stewartstown, N. H., has proven most sanitary for a school of this type. It contains good classrooms each 24 feet by 28 feet in size, with built-in wardrobes and supply closets. The stairways are located for convenience and safe exit which is a very necessary feature in a frame school building of two stories. The space over the landings of the stairways on the second floor has been utilized for a teachers' room and a supply room. The building is equipped with a steam gravity system of heating and ventilation. Direct heat is supplied by radiators to supplement the warm air derived from ventilation.



Basement Floor Plan, Jaffrey High School.

tion. An indirect radiator is installed in the lower corridor for use as a foot-warmer.

The plumbing thruout the building is of the best quality and includes sanitary drinking fountains on each floor. Wiring for electric light is provided.

The building was completed in April, 1917, and cost a total of \$8,932. This expense was divided as follows: General contract, \$6,800; heating, \$1,405; plumbing, \$567; electrical work, \$160.

Temple Grammar School.

The grammar school at Temple, N. H., contains two classrooms each measuring 20 feet by 24 feet and each seated to accommodate thirty pupils.

The outside walls are of red brick 12 inches thick, with a two-inch air space, and the inside plastering is applied directly to the brickwork. The roof is of slate and the ceilings are metal. The floor and stairs of the entrance hall are reinforced concrete.

The basement includes separate playrooms for boys and girls, toilets, boiler rooms and fuel



First Floor Plan, Jaffrey High School.

rooms. The heating equipment and the fuel storage are completely separated from the remainder of the basement by reinforced concrete partitions.

The plan of the first floor shows not only the two classrooms but also a proposed study room, recitation room and laboratory for the high school department.

The building was completed and occupied in September, 1918, at the following cost: General contract, \$6,150; heating and plumbing contract, \$1,500; total \$7,650.

An Agricultural High School.

At Hancock, N. H., there is a complete community high school which is distinctly new in type, arrangement and equipment among high schools of the New England states. A glance at the plans will show how completely the industrial and vocational interests of the children have been provided for.

On the first floor, the building contains a large, well lighted study room from which the activities of the school radiate. Flanking this

room there are a laboratory for science work and a recitation room. At the front of the building there are a second recitation room, a cooking room, a room for sewing and dressmaking, an office and retiring room for the principal and a large supply room.

The basement contains a large gymnasium with a spectators' gallery, an agricultural workroom, a model dairy, a manual training shop, boiler and fuel rooms, toilet rooms and locker rooms. The agricultural workroom is equipped so that demonstrations can be made in practically all agricultural studies, including soil testing, dairying, etc. The manual training shop has a large door and is so arranged that farm machinery and wagons can be driven directly into the building.

A One-Room School.

The accompanying floor plan and elevation shows a one-room rural school which is now under construction. It will be noted that the building is a radical departure from the box type of one-room country school and that it provides for types of instruction that were formerly considered impossible in the country. The building is arranged to be used also as a community center. The plan has been very carefully studied to eliminate objectionable features usually found in one-room schools and the arrangement of the plan is such that it makes possible a very pleasing exterior treatment.

The classroom accommodates 25 pupils and is lighted in approved manner from one side—the front of the building. Separate entrances and amply lighted cloakrooms are provided for both boys and girls. Across the rear of the building and opening from the classroom by double doors are manual training and domestic arts rooms with a large woodshed between them.

The wall space between these doors furnishes an ideal space for blackboard surface. It is supplemented with additional blackboard surface at the front of the room and a small display board at the rear where classwork may be exhibited.

The manual arts room is being furnished with a solid plank bench across one end and a cabinet for tools, etc. The woodshed adjoining will be used in part as a stock room for the wood-working class. The domestic arts room is arranged to be equipped with a range, a work table and a cupboard for dishes and supplies. At the front of the classroom there is a large closet for the teacher and at the opposite end of the room, separated by four folding doors, there is a small stage for community entertainments. This stage serves as a lunch and sewing room. It is raised one step above the classroom.

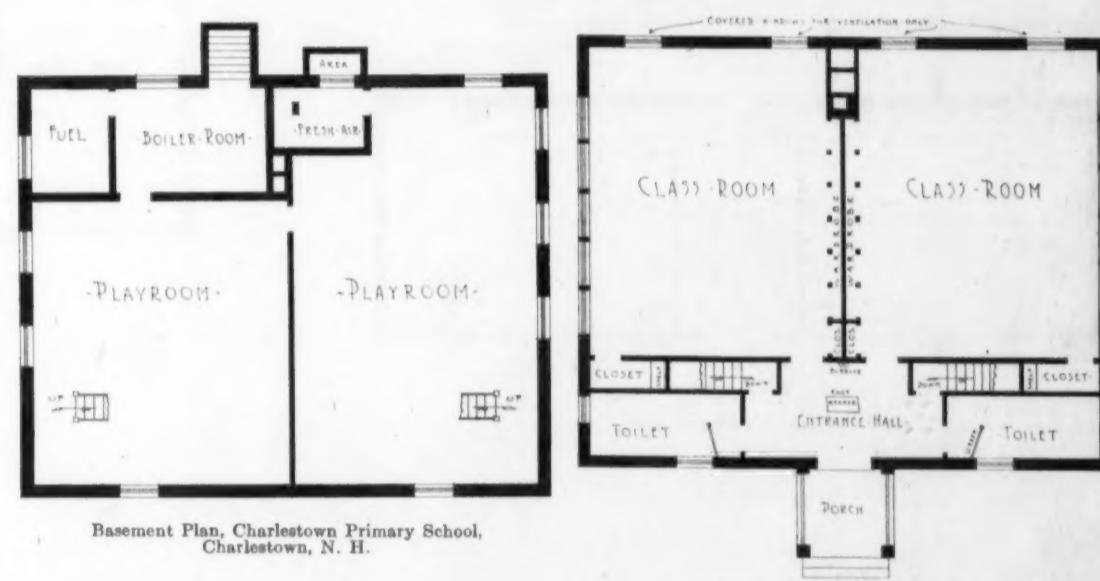
The building has no basement and the toilets are located in an annex connected with the building proper by means of a covered passage. The toilets are of special design, arranged to eliminate all the objectionable features of the ordinary earth closet. The passage has solid walls to a height of six feet and is screened from there to the ceiling. The central partition



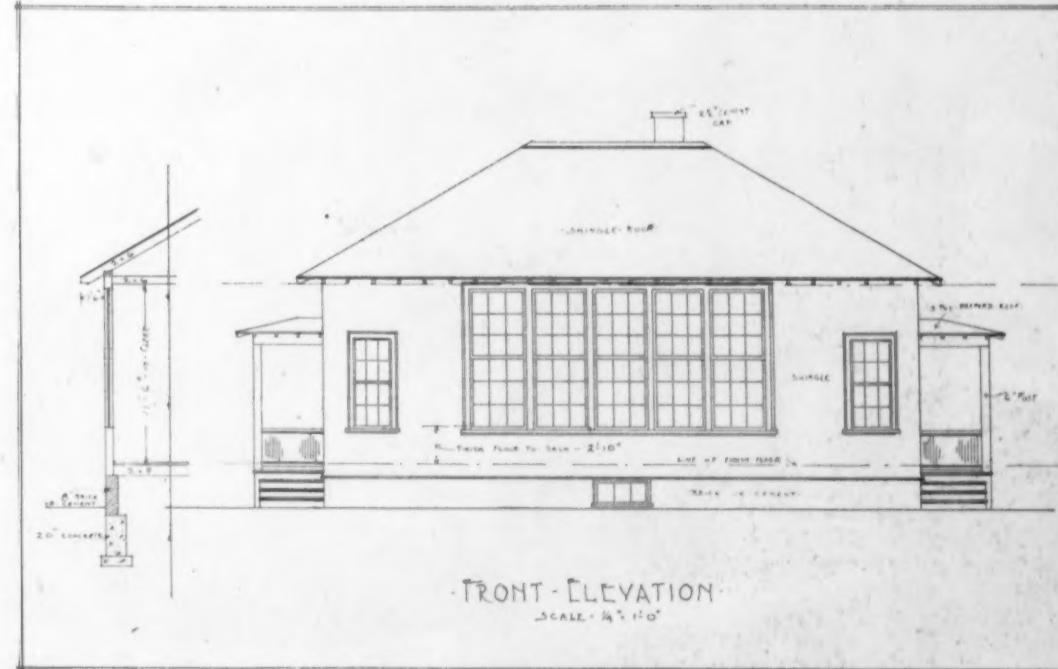
Floor Plan of One-Room School.



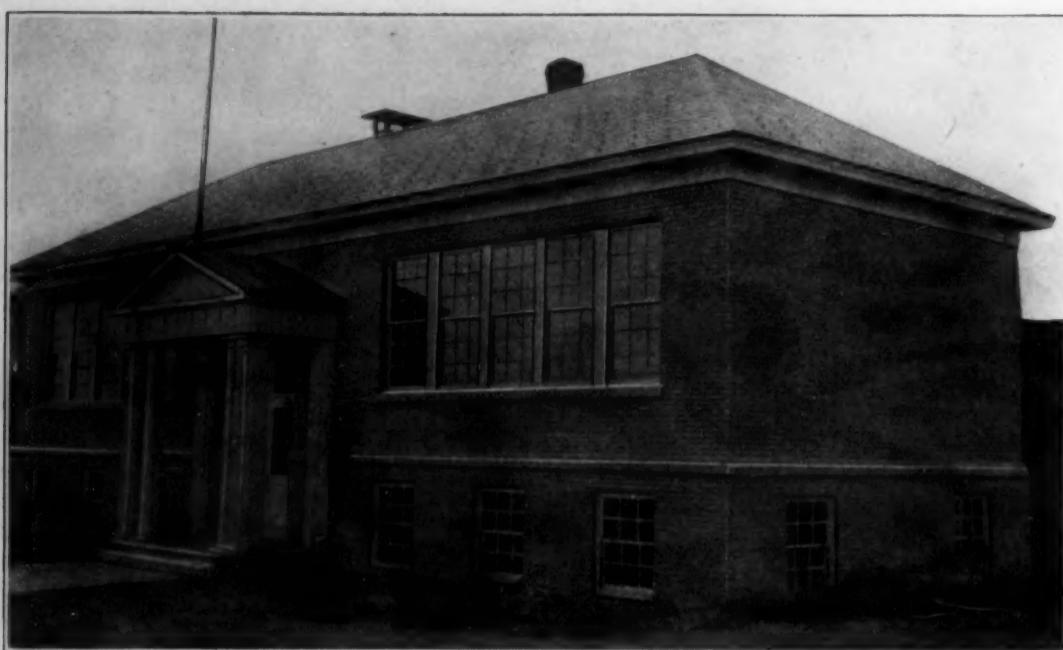
CHARLESTOWN PRIMARY SCHOOL, CHARLESTOWN, N. H.
Mr. Harold Elliot Mason, Architect, Keene, N. H.



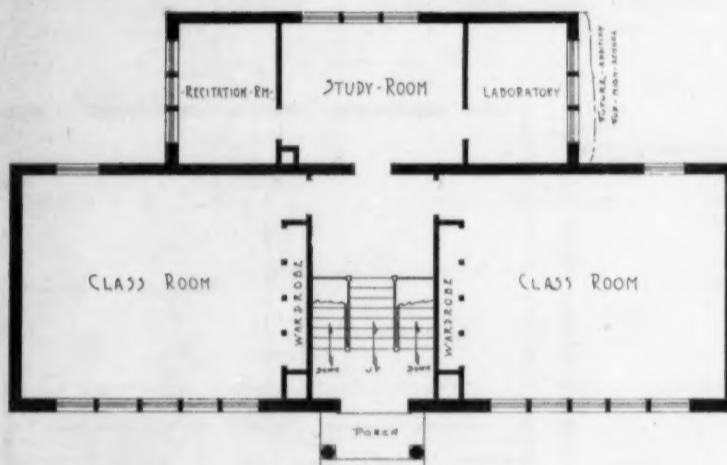
Floor Plan, Charlestown Primary School. !



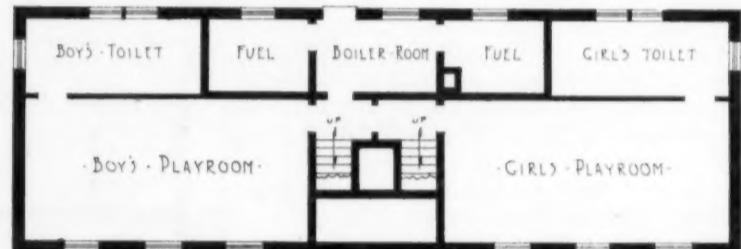
ONE-ROOM SCHOOL.
Mr. Harold Elliot Mason, Architect, Keene, N. H.



TEMPLE GRAMMAR SCHOOL, TEMPLE, N. H.
Mr. Harold Elliot Mason, Architect, Keene, N. H.



First Floor Plan, Temple Grammar School.



Basement Floor Plan, Temple Grammar School.



WEST STEWARTSTOWN GRAMMAR SCHOOL, WEST STEWARTSTOWN, N. H.
Mr. Harold Elliot Mason, Architect, Keene, N. H.

is similarly arranged to insure ample cross ventilation without necessitating exposure to the weather.

The toilet vaults are of waterproofed concrete with removable vault boxes and two sets of these boxes are provided so as to allow for a thoro cleansing and airing at each removal. It will be noticed that the children are not obliged to go directly from the classroom to the toilet but thru an intermediate room.

The present plan is to install a jacketed stove for heating and ventilating the building. If funds should be available at a later time it will not be difficult to excavate a portion of the basement for a furnace.

TEACHERS AND ADMINISTRATION.

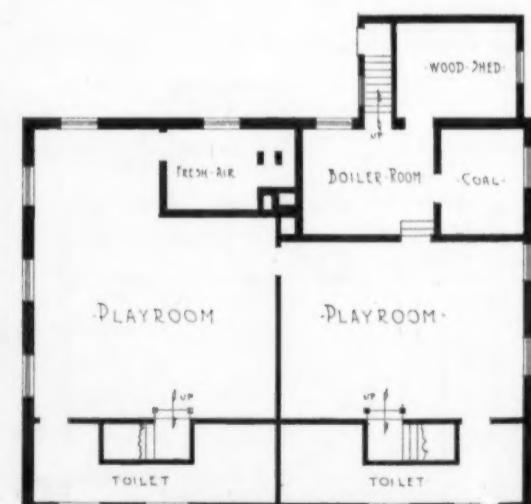
Jacksonville, Fla. The board has announced that all teachers and janitors prevented from performing their accustomed duties because of the Spanish influenza quarantine will be kept on the payroll. Janitors will clean the buildings and perform other necessary duties as the need arises. Teachers will be expected to engage in war work, Red Cross work or other forms of patriotic service.

Each Orange, N. J. Teachers and janitors who have been granted leave of absence for war service have been assured of as high a rate of pay for the period of their service as they received at the time of their withdrawal. A new rule adopted by the board provides that such teachers and janitors shall receive the difference in pay between what they receive for war work and their salary as employes of the schools.

Basement Floor Plan, Temple Grammar School.



First Floor Plan, West Stewartstown Grammar School.



Basement Floor Plan, West Stewartstown Grammar School.

WHAT TYPE OF HIGH SCHOOL BUILDING IS THE BEST ALL-AROUND INVESTMENT?

I. The Home Desk Study Room Type.

S. A. Challman, Commissioner of School Buildings for Minnesota

F. L. Cummings, Fergus County High School, Lewiston, Montana:

It appears to me that Type A is the best plan, inasmuch as it takes the problem of supervision from teachers in the recitation rooms and places it in charge of another teacher. No teacher can do her best work, if other students have to be supervised in the room at the same time. Of course, many teachers are strong enough naturally to do first class work under such an arrangement, but nevertheless, it is a strain upon them. In Type A I would also have a partition separating the main hall from the study room. This partition, if thought advisable, could be made removable, otherwise, open as it is, there is a chance for confusion in the halls, and so it destroys the privacy of students who desire to study before school takes up in the morning and at noon. I would have each room connected with the adjoining room by a door, since it facilitates the passing of students and also facilitates supervision at times when some teacher, perhaps, may have to step from the room.

E. C. Adams, Principal High School, Newton, Massachusetts:

Type A represents a desirable arrangement, but for a school of 250 pupils there should be two study rooms to accommodate 75 pupils each, on the assumption that at least 100 pupils would be reciting all the time. This arrangement would always meet the needs of the school. Two hundred fifty are too many for one room.

D. E. McQuilkin, Superintendent City Schools, Roanoke, Virginia:

Type A is the plan that meets with my approval, and with the approval of the school board of Roanoke. It is the type most generally used in Virginia cities. My special reason for favoring this type over all others is that the value of an assembly hall is necessary to the best interest of the high school organization. It does not seem to me that it is necessary to have one seat in the study hall for each pupil enrolled. Under the normal management of a school of this type not more than half of the pupils would occupy the study hall during the recitation periods. A study hall of this size with the regular adult seats is sufficiently commodious for the assembly of the whole school, seating two pupils in each seat. It also provides a comfortable assembly hall for a great many community meetings. By this plan the average of one and one-half seat per pupil is sufficient rather than two seats for each pupil. It seems to me better to have smaller recitation rooms, say 30 seats per room, and an assembly hall than to have larger rooms, especially with the idea that there will be a combination study hall and recitation use. The larger study hall provides for more vacant periods on the part of teachers when they are not hearing recitations. This is valuable time given to teachers for other work and valuable even if it provides only a rest period for them. The study hall feature and assembly room has worked thoroly satisfactorily in the Roanoke City High School for the past six years.

T. C. Mitchell, Principal Jamaica High School, Long Island, New York City:

I believe that Type A is the most desirable type

of high school building, tho it is far from ideal in that it affords no room to which teachers not assigned to classes can retire and carry on their work under conditions paralleling those afforded workers in other professions.

In the business office, in the professional office, the worker is so environed in matters of air, light, ventilation, obtainable quiet and the like that he is able constantly to recuperate from fatigue and hence accomplish good results throughout the working day, or week or month. Such progress has not been made for teachers. Like other professional people they need large and well equipped desks, filing cabinets, and places free at times from all interruptions. Except in a very few private institutions these few necessities (if not rights of teachers) do not seem to obtain. Teachers work with absurdly small desks, with no adequate filing facilities. They are not even given proper accommodations for a cold drink of water such as is afforded to every clerk in a well equipped business office.

Type A school sends pupils who are not concerned in a particular recitation to a study hall. To just what extent is the teacher relieved from the strain of miscellaneous duties while teaching?

Chester B. Curtis, Principal Central High School, St. Louis, Missouri:

For the modern high school, particularly in the city, there needs to be an ample supply of recitation rooms limited to thirty pupils, and in addition, provision for class meetings, small groups of 100 to 200 for lectures, conventions, and parent associations. I, therefore, suggest as desirable a modification of Type A, in which the study hall shall be divided into two parts by a folding or sliding partition, and, whenever necessary, a small lecture room or a large room capable of

holding 200 persons provided. Such an arrangement on two floors would be very desirable.

Andrew J. Morrison, Principal North East High School, Philadelphia, Pa.:

I believe that Type A would suit the average community better than any other plan. As to the floor arrangement, however, my own view is that a building arranged in the form of a quadrangle with an open court yard and a wide corridor overlooking the court yard, and with all class recitation and study rooms facing the outside, is the best form and better suited to all high school purposes than the rectangular form of Type A.

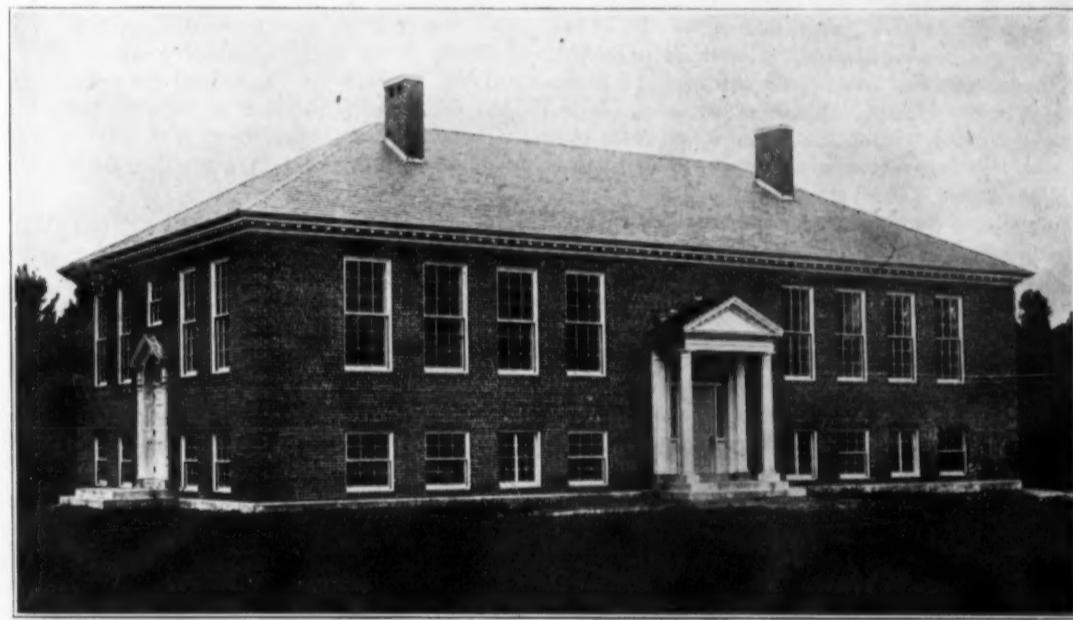
E. C. Zabriskie, Principal Washington Irving High School, New York:

Type A has two desirable features, namely, each teacher has his own classroom, and, if there is no auditorium, the large study hall affords a meeting place for the entire school. But it also has two undesirable features in that it is extravagant, because it requires two seats for each child and if there is an auditorium in addition to the study hall provision is made to accommodate the entire school in two places. This latter appears to me wholly unnecessary.

E. R. Edwards, High School Inspector, State of North Dakota:

In schools and communities where it is for any reason desirable to use the large study room for general assembly or entertainment purposes, Type A has certain advantages. It also has certain advantages in cases where the high school principal desires to be largely responsible for discipline and for supervising study. It necessitates much movement of pupils to and from classes which may be a disadvantage and a waste of time in some cases. It may also facilitate the use of the reference library. As a study room it has doubtful value I find due to interruptions and numbers. As to cost in building and maintenance, if the building is provided with an auditorium I can see no advantage. I think, however, that Type A is just as economical and desirable as any other

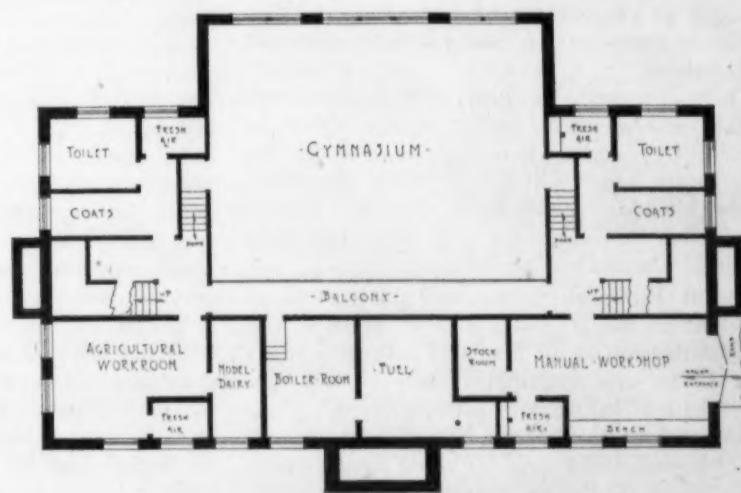
(Continued on Page 73)



HANCOCK AGRICULTURAL HIGH SCHOOL, HANCOCK, N. H.
Harold Elliot Mason, Architect, Keene, N. H.



First Floor Plan, Hancock Agricultural High School.



Basement Plan, Hancock Agricultural High School.



THE AMERICAN
School Board Journal
DEVOTED TO
Legislative and Executive School Officials
WILLIAM C. BRUCE, *Editor*

EDITORIAL

**SCHOOL ADMINISTRATION AND
TEACHERS.**

School administration in the United States has changed vastly in the last generation as a result of the growth of the superintendency as the chief executive office in city, county and state school systems. With the widening of the superintendent's power and responsibility has come a readjustment of the school board's function until the latter has relinquished much of its administrative and judicial work and has retained in its entirety only its legislative duties and its general veto control over educational policies. The results have been entirely to the advantage of the schools because they enjoy now as never before continuity in administration, and a form of executive service that is based upon sound principles of fact and theory.

In this evolution the classroom teacher has had little share so far as her own standing is concerned. In fact, her influence on the shaping of policies and aims, as well as practical methods, has been almost nil. In some respects the entire tendency of these recent changes in school administration has been away from co-operation of teachers with superintendent and school boards. In spots there has been an insistence on the power of the superintendent which has arisen from warped notions of the supremacy of the expert and which has been a small counterfeit of the aristocratic theory of government.

That teachers have chafed under a system, which Dr. W. C. Bagley rightly calls the factory plan of administration, is evidenced in the changes which have been going on in teachers' associations. The campaigns waged by teachers in a number of large cities cannot be interpreted as simple fights for higher wages and a more secure tenure of office, but rather as a demand for recognition of the teacher in the conduct of the schools, and for greater democracy in administration. Some superintendents of foresight have recognized the value and the necessity of the teacher by arranging for councils or committees of instructors so that the latter might have a means of expression and of influence.

There is a need, we think, of a readjustment of the teachers' status in the schools. This readjustment is certain to come later, if not in the near future, because of the growth of the democratic ideal in government and the certain recognition of the laborer as a more important factor in the control of industry.

Recent European events and the growth of socialism in the United States all point to the democratization of all forms of collective effort such as no one anticipated even a year ago. The change in school control should come voluntarily, we think, from superintendents and school boards and should be based on the value of the teacher's ability and professional experience. Anticipation is here a measure that will

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guide to a safe middle course and will return the teacher to the place of honor and influence which he enjoyed in the days when he and the pastor shared the privileges of the best educated men in the community.

THE END OF A CHAPTER.

The Chicago school board has apparently come to the end of a chapter, in the history of its disturbed existence, that will be remembered for a series of disgraceful acts not equalled in recent years in any large city. The story is almost entirely one of political interference in school affairs for selfish, partisan purposes.

It will be remembered that the trouble began when the city council reversed its approval of the mayor's appointments under a new law, after President Loeb had disclosed the political control which the Mayor proposed to wield with his associates. Then came the forcible ejection of the old board with the aid of the police, the dismissal of various officials and the appointment of new men for secretary, business manager, attorney, etc., of the board, and the beginning of litigation for the reseating of the old board and of its officers and employes. For a period of nearly a year and a half there have followed disturbances and questionable acts in quick succession so that the press has been fed with frequent and startling news of the doings of the "solid six." The latest act of the Mayor, following the complete defeat of his appointees in the state supreme court, and their removal from office, was the nomination of four labor officials and the "solid six" for reappointment. This the council refused on November 18th and the old board has resumed office with Mr. Jacob M. Loeb as its president.

Chicago's most recent experience is proof of the evil effects of the appointive system and of political interference in school matters. Chicago will never have peace in the administration of its schools until the board is elective and its members are chosen on non-partisan lines.

EDUCATION AND RECONSTRUCTION.

The Congress of the United States now has before it two measures looking toward the solution of the problems which will arise during the period of reconstruction following the conclusion of peace. The Weeks resolution introduced in the House provides for an inquiry into the "utilization of discharged soldiers and sailors in civil employment." This presumably will include a study of the steps necessary in the demobilization of the army and navy and the proper return of all men—both able and disabled—into profitable employments to ensure their economic and social independence and the economic welfare of the nation at large. While the wheels of Congress grind along slowly, the Army Educational Commission with the assistance of the several voluntary welfare organizations has proceeded to organize a great school in Europe for the men who are not engaged in active police or reconstruction work and who are simply awaiting transportation to their homes.

The value of this American Overseas University is not to be estimated. It will afford a means for continuing the education of all who care to avail themselves and it will be potent for re-educating vocationally all whose normal economic life has been disturbed. While undoubtedly thousands will be able directly to return to their old work or to some other work which is congenial and equally, or more, profitable, there will be thousands who will suffer a permanent setback because they have fulfilled their patriotic duty. The war has destroyed or modified many occupations so as to make them undesirable for the returned man; the experiences in

camp life and in the field have modified the inclinations and aptitudes of thousands so that changes in the form and character of their work are inevitable; and thousands will return with disabilities—physical, nervous and mental—that require the radical adjusting and supplementing of their educational and vocational equipment. There are among the forces thousands of young men whose education was interrupted, men who stopped short in their study for a useful career in a trade or profession. These men deserve at least that the time which they have lost,—if it may be considered lost,—shall be repaid in the shape of further technical or professional instruction equal in character to that which they relinquished.

What the men overseas are enjoying as a small reward for their sacrifice and valor should be likewise offered to the men in our cantonments and camps at home. The latter in thousands of instances sacrificed as much as the men in France in the form of time and service. It will not be difficult to provide thru the machinery of the Federal Board for Vocational Education, some vocationally and industrially valuable instruction, at least to the limits of the demobilization.

BAN REMOVED FROM SCHOOL CONSTRUCTION.

The War Industries Board has announced the immediate discontinuance of the prohibition on schoolhouse construction for buildings not to exceed \$25,000 in cost. The order which was given on November 11th, removes all restrictions on small projects and will make immediately possible a renewal of the building activity in smaller communities. It is expected that similar orders will be issued within a very few months making possible new schoolhouses up to \$100,000. The purpose of the government is to make possible the gradual dissolution of the war industries and the gradual reshifting of labor and capital to the building and other peace industries.*

REASONABLE FREEDOM DESIRABLE.

In a middle-western city a leading newspaper recently sought to stigmatize as dishonest, members of the supervisory staff of the schools for accepting pay while engaged in a brief survey in a neighboring city. It did not appear that the local schools suffered any, in fact the superintendent explained that the experience of the survey was of value to the men engaged in judging their own problems and in getting a better grasp on the local situation.

In our experience it is unwise as a policy to exact deductions from the salaries of superintendents and other supervising officers of the schools for brief periods of absence on professional work. Business men do not thus treat their managers and technical executives; in fact when the parallel is drawn, the average business man of experience will not listen to a proposal for dealing with the heads of the school staff on the plane of the common employe.

In our observations, the schoolmaster who goes out to make an occasional address or to take part for a week in an educational investigation, deserves praise and encouragement rather than criticism and loss of pay. For he is invariably a man of initiative and energy and never fails to come back from a trip without an abundance of new ideas which he has gathered in visiting schools and in discussing educational problems with his professional colleagues.

On the other hand, there is a limit to the extra mural activities of a school executive. The man who makes a constant practice of accepting monthly or more frequent lecture dates is certain to give more thought and time

* Since the preceding was set in type all restrictions have been removed.—*Ed.*

School Board Journal

to these than he can spare. Every man has a limit to his intellectual and physical capacity and is circumscribed in his effective work by well defined limitations of time. Where personal force and time are wasted, the schools must inevitably suffer because of a lack of attention and due foresight.

It will not be difficult for a school board to judge whether its executives are doing their full duty to the school system and whether a halt should be called to their outside activities.

PAY THE TEACHERS.

With very few exceptions school boards have paid teachers the regular salary as tho the schools had been in session during the recent epidemic of influenza. On another page is printed a list of court decisions which should make clear the legal foundation for the claim of teachers that they are entitled to pay. With one exception, the attorneys general of the states where the question has been asked, have ruled that the teachers must be paid. In Nebraska, the school law specifically, and we think unjustly, provides that teachers shall not be paid during an epidemic.

A sense of common justice will reveal to any school board member that teachers should not be made to suffer personally because of a great common misfortune. Certainly the pay which teachers receive will not permit of losses amounting to ten per cent, or in some cases, twenty per cent.

THE BOND MARKET AND SCHOOL CONSTRUCTION.

The announcement of the armistice between the United States, the Allies and Germany has been followed by an immediate improvement in the financial situation favorable to the issuance of municipal and school bonds. Altho the Capital Issues Committee has not released its control of stock and bond issues, early relaxation of its orders is expected as the needs of the federal government are reduced and the flow of investors' funds can be safely diverted to other types of high-grade investments.

Previous to the war the normal issues of city and school bonds approximated one-half billion dollars yearly. During the present year less than two hundred and fifty million dollars' worth will be sold. The average of a large number of high grade city and school bonds at the time of the signing of the armistice, sold at a price which produced a net, average income of 4.55 per cent. Within a few weeks thereafter the price of bonds had advanced so that the average net income was reduced to approximately four per cent. This is exceptionally favorable for school boards and municipalities when it is remembered that in January, 1917, the average income on high grade municipal bonds was 3.92 per cent. If as seems certain from the very nature of things, a high income tax will be continued for some years to come, school bonds should continue to be attractive investments because of their taxfree character. Unless a serious business and financial depression follows the war, they should continue for many years to be sold readily at very favorable rates.

While the school boards cannot as yet issue bonds under the restrictions of the federal government it seems desirable that they make plans immediately so that they will not be delayed and will not suffer in the rush which is certain to follow the removal of the various governmental restrictions on building construction, public projects, transportation, etc.

THE SIZE OF SCHOOL BOARDS.

Every important disturbance in the school affairs of an American city is a certain sign for criticism of the size and constitution of the

board of education. If the board is small, some editor or local busybody will be sure to demand an increase in the membership on the ground of a necessary democratization of school government. A large or medium size board invariably calls for a reduction to permit of a concentration of power and the fixing of responsibility.

Thus, in New York State, the city school law which was enacted in 1917 and which has given splendid satisfaction is to be amended to reduce all school boards to a uniform size. Apparent absurdities are found in the fact that some cities of forty thousand have nine members on the board, while New York City with its six millions has a board of only seven persons. The critics fear that a large membership of nine permits of political control of the schools and cannot be maintained without the election of a number of mediocre men who will seriously weaken the boards.

It is our belief that any legislature can devote itself to more effective work for the benefit of the schools than to tinker with school boards which range in size from five to nine members. And similarly citizens and newspapers can render a more constructive service if they will work for the nomination and election of men and women of the right caliber and right interest as board members. There is no magic of efficiency in a membership of three or five, or seven—the merit of any board depends upon the individual capacity of the men and women and their willingness to co-operate.

Every community has its characteristic and some latitude is desirable in any school law so that local initiative and effectiveness are not destroyed.

School board members can render a service to themselves and to the schools if they will resent onslaughts on their organization and defend themselves boldly against unfair criticism. Nothing puts the lid on meddling so fast as a prompt reply.

TO RELIEVE THE TEACHER SHORTAGE.

The teacher shortage in the United States is so acute that President Wilson has taken time to consider it and to issue a nationwide appeal for the return of former teachers to the profession. The President's letter reads:

THE WHITE HOUSE,
Washington, November 12, 1918.

Conditions arising from the war have drawn great numbers of teachers from the public schools, colleges, and universities. Unless their places can be supplied by others whose education and experience fit them for teaching, but who for one reason or another have recently withdrawn from school work, the children and youth of the entire country must suffer an irreparable loss.

This shortage of capable teachers, especially acute in some districts and in certain lines of education, is estimated by the Bureau of Education at 50,000 for the various schools and institutions of higher education in the United States. It is the patriotic duty of all those who can temporarily return to the ranks of teaching to offer their services and to notify the School Board Service Division of the Bureau of Education, Washington, D. C., of the offer.

Often wives of soldiers and others in Government service could return to teaching in grades of school work in which they have had recent experience. Former teachers of chemistry, manual training, and the like now engaged in other work not so vital to public needs might again take up teaching for a time. Ministers and others who were once teachers might serve a neighboring high school on half time until war demands are relaxed.

School boards, city superintendents, and other school authorities should seek out such persons and prevail upon those of especial fitness to come back into the profession at least temporarily.

WOODROW WILSON.

PROPER TRANSPORTATION.

"The carrying of children from large centers of education is hard on health, morals and life," wrote the late Dr. Dixon, health commis-

sioner of Pennsylvania, in discussing the means of transporting children to and from centralized rural schools. There is no reason why any school board should be guilty of permitting a condition such as Dr. Dixon charged, altho it is certain that some school boards employ the cheapest type of old-fashioned picnic "bus" and jam the children together without regard for health, safety or morals. The driver in such cases is an irresponsible boy or man who is a detriment rather than a preserver of morals.

There is a need for standardizing school transportation whether it be in the rural schools or in the city schools. If our state laws can control the number of children in a given classroom and can fix standards for teachers and other school authorities, they can be extended to fix minimum requirements for transportation. There is no reason why the seating capacity of school wagons and motor conveyances cannot be fixed, why methods of ventilation cannot be required, why the fitness of drivers cannot be raised to a degree that will make parents glad to entrust their children to these men. The problem deserves the attention of county boards of education and of state departments and state legislation will be decidedly beneficial.

SCHOOL BOARD BUSINESS.

In the fall of 1916, Frank E. Spaulding, at that time head of the Minneapolis school system, said:

"The soundest business principles should be employed in a school system. A careful, detailed budget should be prepared a year in advance. A system of cost accounting is essential. The board of education and the superintendent of schools should be able to tell at any time the cost of a recitation in history, geography or any other study."

The truth of the argument for business methods in education has become a hundredfold more applicable to the present situation. The war has brought about a shortage of teachers, of funds, of schoolroom accommodations, of supplies, and the best business methods cannot be too efficient if the schools are to continue as instruments of our future democracy. Where schools are suffering it will be well to look to the lax business methods of the school boards as a prime cause of trouble and want.

The school board which is not frank with the public about its problem is in a bad way when it needs additional funds. Secrecy is the greatest opponent of public good will toward any public institution and the strongest bar against enlarged support. The school board that would have ample funds must take the public into its confidence and entrust to it the truth about its affairs.

Shakespeare once said that life is "as tedious as a twice told tale." It is certain that the bard never belonged to a city board of education.

Democratization of German education—that will be the single greatest reform that the people of the late empire will experience.

James J. Hill once said that to get efficient work out of a committee he would drop all the members but one and depend on him for results. We wonder if he ever had any experience with subcommittees of school boards.

A patient school board member always reminds us of a man who can keep his temper when repairing a breakdown of his automobile.

The National Association of School Accounting Officers will hold its next annual convention at Cleveland. While the exact dates for the meeting have not been set, it is understood that the custom of holding the convention in May will be followed.



School Lands and Funds.

The state, holding land as trustee for schools, could not divert it from its trust purpose, and transfer it to a drainage board for drainage purposes, either by direct act of donation, or thru the medium of an estoppel.—*State v. New Orleans Land Co.*, 79 So. 515, La.

Schools and School Districts.

A school district, the territorial boundaries of which are coterminous with the boundaries of the city in which it is situated, is a corporate entity separate and distinct from the city as such an entity.—*Malaley v. City of Marysville*, 174 P. 367, Cal. App.

The Missouri revised statutes of 1909, § 10776, as to school district forfeiting its organization for failure to provide for eight months' school a year, is a valid enactment.—*State ex inf. McAllister v. Consolidated School Dist. No. 2 of Platte County*, 204 S. W. 1098, Mo.

Under the Missouri revised laws of 1910, § 7701, and the laws of 1913, c. 219, art. 7, § 8, county superintendent of public instruction on petition and notice can change boundaries of consolidated school district, and the laws of 1915, c. 202, § 1, does not repeal such authority.—*Dorvaze v. Consolidated School Dist. No. 3, of Grant County*, 174 p. 575, Okla.

Tho they are separate corporate entities, a municipality, and a school district having the same territorial boundaries, if the legislature elects to give right, may exercise same power with respect to matters connected with public school system in so far as city and district are concerned.—*Malaley v. City of Marysville*, 174 P. 367, Cal. App.

A city had the right by virtue of its charter provisions, to provide for a superintendent of city schools, and his compensation, even tho the school district of the city extended territorially beyond the limits of the municipality.—*Malaley v. City of Marysville*, 174 P. 367, Cal. App.

Determination of which school district shall include certain lands and their owners rests with the county board of education and not the landowners, who have no legal cause of complaint because of a change if legal formalities are followed.—*Matthews v. Lynch*, 96 S. E. 494, S. C.

Under the Ohio general code, § 4696, as amended by the act of May 27, 1915, (106 Ohio laws, p. 396), whenever 75 of the electors, residing in territories sought to be transferred to a school district, petition for a transfer the county board of education has no discretion, but is required to make the transfer.—*State v. Board of Education of Franklin County*, 120 N. E. 174, Ohio.

The Missouri laws of 1913, p. 723, § 4, as to duty of school board of consolidated school district to maintain elementary school within certain distance of home of every child of school age where transportation has not been provided for does not condition an automatic forfeiture of franchise of district for noncompliance with its provisions.—*State ex inf. McAllister v. Consolidated School Dist. No. 3 of Platte County*, 204 S. W. 1098, Mo.

School District Government.

The California political code, § 1617, prescribing powers and duties of boards of education in city school districts, among others, to employ a city superintendent of schools, etc., did not repeal charter provisions of city of Marysville providing county superintendent of schools of Yuba county shall act as superintendent of schools of city, and fixing his compensation.—*Malaley v. City of Marysville*, 174 P. 367, Cal. App.

School District Property.

A petition to a school board for the establishment of a school and erection of a building, naming fifteen children of school age, ten of whom lived not less than two and one-half miles from any other school in the district, was sufficient.—*Wulkuhl v. Galehouse*, 168 N. W. 620, N. D.

In proceedings by petition to establish a school and to erect a building that there may be another school in another district less than two

and one-half miles from the residence of the children of petitioners, does not justify a refusal of the petition.—*Wulkuhl v. Galehouse*, 168 N. W. 620, N. D.

The Virginia acts of 1874-75, c. 184, providing that no contract for the purchase of lands for a school district shall be valid until the title is approved by the court and that the contract must be in writing, does not mean that the contract is void in the absence of such approval, but merely prevents the offering of oral proof when statutory formalities have not been complied with.—*McClanahan's Adm'r v. Norfolk & W. Ry. Co.*, 96 S. E. 453, Va.

Notwithstanding the Virginia acts of 1874-75, c. 184, requiring contracts for the purchase of lands for school districts to be in writing, a parol contract to buy school lands, when executed within the power of the school board and when the land is paid for, is enforceable against the seller.—*McClanahan's Adm'r v. Norfolk & W. Ry. Co.*, 96 S. E. 453, Va.

Teachers.

In the absence of constitutional or statutory provisions, the power of the board of education to discharge a teacher for the ensuing school year is always absolute.—*Catania v. Board of Education of City of Oakland*, 174 P. 332, Cal. App.

Contention that school teachers have, under the California political code, § 1617, subd. 7b (new section 1609 by amendment of 1917), permanency to tenure, subject first to the power of the board to remove at any time for insubordination, etc., under the political code, § 1793, and second at the end of the school term, is without merit, the use of the word "required" being intended merely to designate the period in which the person enumerated would be permitted to hold in the pleasure of the board.—*Catania v. Board of Education of City of Oakland*, 174 P. 332, Cal. App.

The Montana laws of 1915, c. 95, providing for teachers' pensions and monthly deduction therefrom for salary, are held not invalid.—*Trumper v. School Dist. No. 55 of Musselshell County*, 173 P. 946, Mont.



RECENT CHANGES IN THE MINNESOTA SCHOOL BUILDING CODE.

Revised Sections on Ventilation and Sanitation.

The code recognizes the necessity of separate ventilation from mechanical laboratories, domestic science rooms and toilet rooms. It formerly required simply that the ventiducts from these rooms be extended independently thru the roof of the building. The following has now been added

Ventilation of Laboratories, Etc.

Sec. 44. Ventilation of Laboratories, Domestic Science Rooms and Toilets. Ventiducts from hoods in chemical laboratories, and from domestic science rooms and from toilet rooms, shall extend independently thru the roof of the building. Each duct shall be equipped with an aspirating coil, or an exhaust fan, or other device which will secure a positive upward current. Heat ducts to domestic science rooms and toilet rooms shall not be installed except with warm-air furnace plants. The system of ventilation shall be so designed that no air pressure is produced in these rooms. Each toilet room shall be vented and the opening covered with a grille, located about twelve (12) inches above the floor. The ventiduct for the toilet room shall have an opening in or at the ceiling, except in toilet rooms heated by warm air only. In such rooms the opening to the ventiduct shall be at the floor."

Following are some significant additions in explanation of the character of all ventiducts in school buildings:

Sec. 45. Ventiducts. All ventiducts shall have the same dimensions thruout their entire length. They shall be carried thru the attic and above the roof either as separate flues or in combinations of flues. A positive upward current in

these flues must be provided for in the design of the ventilating system.

Sec. 46. Registers and Grilles. All registers or grilles shall have an open area equivalent to the capacity of the duct. In schoolrooms it is required that there shall be an opening in the heat duct to provide for a grille, register, or diffuser having the lower edge about eight (8) feet above the floor. No registers or grilles are required for vent openings, if suitable dampers are provided.

Sec. 47. Floor Registers. Floor registers may not be installed in any school building, but heat registers in coat rooms may be placed eight (8) inches above the floor. Any heat duct with an opening eight (8) feet above the floor may also have an additional opening near the door. This lower opening is to be equipped with a register and the heat duct with a damper which will deflect the air current thru the register.

Sec. 48. Foot Warmers. So-called foot warmers are not recommended, but if installed no register shall be placed in the floor. Registers will be permitted in the walls with edge at floor level, or on sides of seats."

Furnace Heating.

The original code was silent on the character of furnaces for schoolhouses, apparently on the theory that most school buildings would use steam heating systems. In practice, it has been found, however, that steam plants are not practical in many schoolhouses of two to four rooms and that furnaces are both cheap and economical in operation in this type of buildings. The code accordingly makes the following new provisions for furnaces and furnace installation:

Sec. 49. Furnace Requirements. All furnaces and furnace installations must be approved before contracts are let. Approvals shall be based upon:

1. Design of furnace. The furnace must be designed to heat an adequate amount of outside air to a degree which will insure a comfortable temperature in schoolrooms and provide at the same time proper ventilation. The cross section area between the heating surface and the casing must be of such proportion to the fresh air supply duct that no perceptible resistance is encountered by the air in passing to the hot air leaders. Each furnace must have a radiator at the top or be equipped with a device giving equivalent returns.

2. Grate area. The grate area of furnaces in which soft coal is used as fuel shall be not less than one square foot to every 2,500 cubic feet of schoolroom and not less than one square foot to every 3,500 cubic feet of corridors, coat rooms, and other rooms not continuously used for recreation or study.

3. The heating surface in direct contact with the fire or with hot gases in a furnace in which soft coal is used shall be twelve (12) square feet for each 1,000 cubic feet of schoolroom and twelve (12) square feet for each 1,500 cubic feet of other space to be heated in the building.

Sec. 50. Furnace Casing. Galvanized iron casings shall be covered with asbestos so as to preclude any perceptible amount of radiation."

Mechanical Ventilation.

The code contains an entire new chapter on mechanical ventilation. This has been prepared in order to specifically provide working data for architects and engineers. The sections relating to mechanical ventilation read as follows:

Sec. 70. Fresh Air Intakes. The fresh air intake shall be located so as to secure air as free from dust, smoke and dirt as possible. It shall have a free cross section area sufficient to secure the required volume of air at a velocity of one thousand (1,000) feet a minute. The opening shall be covered with a substantial wire screen. A suitable damper shall be installed which may be operated from inside the building. The fresh air chamber shall be kept clean at all times and may not be used for storage purposes.

Sec. 71. Tempering Coil. The total heating surface of the tempering coil to be installed in a school building shall be computed from the following data: 1. Temperature of air entering heater. 2. Volume of air to be supplied per minute. 3. Velocity thru heater. 4. Free area.

"In order to secure at all times proper temperature control in tempering coil, each stack shall be separately valved.

Sec. 72. Sizes of Ducts. In a plenum fan system of ventilation the sizes of all heat and vent ducts shall be computed on a basis allowing for a velocity from four hundred (400) to six hundred (600) feet per minute. Velocities in horizontal ducts shall be computed on a basis of

nine hundred (900) to one thousand (1,000) feet per minute.

Sec. 73. Shape of Ducts. The horizontal dimensions of a vertical duct should approach a square in order to secure a maximum volume of air from a given area.

Sec. 74. Volume Dampers. Volume dampers are to be placed at the base of each heat flue. Such dampers shall be designed so that they may be adjusted by means of a set screw or other suitable device in order to facilitate an equitable distribution of air.

Sec. 75. Diffusers and Deflectors. Whenever the location of the heat ducts in rooms require the installation of diffusers and deflectors for a proper distribution of air, the opening of such ducts shall be thus equipped. In all other cases a grille is required.

Sec. 76. Velocity at Outlet. The velocity of the air thru the grille or diffuser shall not exceed four hundred (400) feet a minute.

Sec. 77. Fans. All fans must be so designed, constructed, mounted and connected with motor that they will operate noiselessly and without vibration. Normal speed of fans shall be kept as low as possible, taking into full consideration the type of fan to be used, the resistance to be overcome, and the volume of air to be delivered. Specifications must state explicitly the type of fan, its outlet velocity, its capacity, and its normal speed.

Sec. 78. Operation of Fans. All fans shall be in constant operation during the entire time the schools are in session. The temperature of the air entering schoolrooms shall be not more than 90 degrees F. in zero weather, when the room is heated by direct radiation, and when no direct radiation is installed, the temperature of the air entering the room shall be not more than 125 degrees at zero F."

Sanitation and Plumbing.

The code has also been revised in the entire provision relating to sanitation, water supply and sewage disposal. The new sections read as follows:

Sec. 82. Water Supply. No school shall install a system of water supply or connect to any existing system until the approval of the State Board of Health has been secured.

Sec. 83. Sewage Disposal. The sewage system of any school must be approved by the State Board of Health before contracts are let for its construction or its connection to any existing sewerage system.

Sec. 84. Location of Toilet Rooms. In order to secure convenience of access, adequate light, efficient ventilation, proper care and other sanitary conditions, toilet rooms should be located above grade rather than in basements. All toilet rooms must have outside light. A southern exposure is always to be preferred in order to secure a maximum of sunlight in these rooms. For toilet room ventilation see Section 44.

Sec. 85. Toilet Room Fixtures. Only non-porous and non-corrosive fixtures may be used in toilet rooms. All fixtures must combine ease and certainty of operation with durability of material. The number of fixtures to be installed cannot be fixed by rule as yet, but in general it may be said that there should be one water closet for every 20 girls, one water closet and one urinal for every 25 boys, and one lavatory connected to both cold and hot water supplies for each 50 pupils. Pan, plunger, longhopper, and range closets and trough urinals will not be permitted. All water closets are required to be of porcelain and either washdown, siphon, or siphon-jet type. The open front seat is recommended.

Sec. 86. Plumbing. Venting of traps must conform to approved practice and re-venting of all fixtures is required. Sink and lavatory traps must be connected directly to vertical wastes and not to floor branches. Exposed pipes must be installed, whenever possible, and utility chambers back of water closets and urinals are recommended. All lines are to be concentrated, whenever possible, and kept from outside walls. When placed along outside walls, pipes must be provided with floor drains. Sewer pipes inside of building shall be extra heavy cast iron and shall extend five feet beyond the outside of the building.

Sec. 87. Drinking Fountains. The selection of fountains should be restricted chiefly to wall designs, and the nozzle should be of a type which will not permit water which has touched the lips to fall back upon the stream from such nozzle.

Sec. 88. Common Drinking Cups. In order to prevent the spread of communicable diseases, the use of common drinking cups in public places,

public conveyances, and public buildings, is hereby prohibited. Whoever violates the provision of this act shall be deemed guilty of misdemeanor and be liable to a fine, not exceeding twenty-five dollars (\$25.00) for each offense. (See sections 8790 and 8791, general statutes of 1913.)

Sec. 89. Common Towels. In order to prevent the spread of communicable diseases and establish proper standards of cleanliness, the use of common towels is forbidden."

BUILDING AND FINANCE.

Supt. Wm. L. Ettinger of New York City has appealed to the State Commissioner of Education to recover \$2,321,191 apportioned by the state for the support of the city schools and diverted by the city officials to the fund for the reduction of taxation. The former city administration adopted the 1918 budget upon the assumption that the state grant would go to the board of education, and the board had apportioned its budget upon the basis of that understanding. The appeal covers 21 pages of typewritten matter and submits all the correspondence bearing upon the subject.

It is pointed out by the school authorities that the 4.9 mills allowed by the city for 1918 is insufficient to conduct the school system properly without the use of state school moneys, and that the 4.9 mills provision for 1919 is over \$400,000 less than for 1918, making it necessary to ask an amount from the city in excess of the 4.9 mills provision and anticipated state funds combined. It is not the intention of the superintendent to plead for a favorable decision merely because of the serious distress in the school but because he believes the money legally belongs to the school district and that the restoration of it is a matter of right and not favor.

Adequate school facilities for the new munition town at Ernston, N. J., are to be provided thru the erection of a new eight-room school under the joint direction of the school authorities and the representatives of the United States Housing Corporation. The school will be open to the patrons of Ernston and Sayreville and will be used by children of munition workers employed by the Gillespie Company, the Oliver Company and the DuPont Works.

Mayor Hylan of New York City, in a communication to President Arthur S. Somers of the board of education, has called attention to his party pledge in the matter of new school buildings. Mayor Hylan points out that there is a fund of ten million dollars for building construction and he recommends that this money be used in the construction of concrete buildings. Concrete structures will save wood and steel and will provide fireproof buildings of permanent construction.

The school authorities of Cleveland, Ohio, have asked the War Department to co-operate with them in the erection of one-story school buildings for the care and training of disabled soldiers.

The construction of the consolidated district school in Huron Township, Iowa, has been deferred until after the war by reason of the ruling of the War Industries Board placing school buildings in the non-essential class.

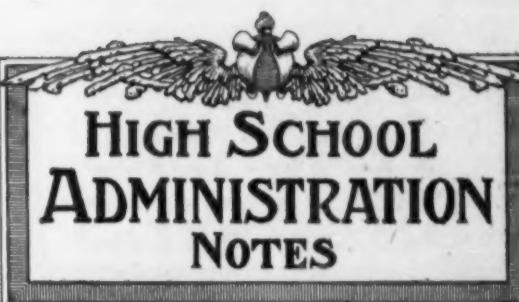
The October apportionment of school funds for the state of Minnesota amounted to \$3.25 for each child, or a loss of \$0.55 from that of last year.

The New York City board of education has deferred action on all recommendations looking to the enlargement of the school system because of a lack of information on the condition of the finances. Among the projects which have been laid over are the war service school for women, the appointment of a director of farm service, the organization of additional continuation classes and classes in military camouflage.

The "solid six" of the Chicago school board, in office during a period of sixteen months, has been charged with the responsibility for a deficit of \$3,400,000. The deficit in July, 1917, was approximately \$400,000.

The board of education of New York City has begun work on an extensive building program which is to be put into operation immediately upon the lifting of the ban on new construction by the War Industries Board. The new program will mean an addition to the building fund of \$9,851,681 and a reduction of 100,000 children in part-time and double-session classes.

It is the plan of the board to use the greater part of the money for the construction of elementary buildings and \$1,000,000 for sites. Provision has been made for only one high school building, the Julia Richman, for which \$375,000 have been requested. A vocational school in Manhattan and one in Brooklyn will require \$425,000.



HIGH SCHOOL ADMINISTRATION NOTES

THE TEACHER SHORTAGE IN THE HIGH SCHOOLS.

The teacher shortage in high schools in villages and small cities is discussed in the latest official bulletin of the Maine State School Department and suggestions of general value are offered for overcoming the handicap which many children are now suffering. The bulletin says:

"Relatively speaking the shortage of teachers has been felt quite as acutely in the high schools as in any other part of the system. The supply is more definitely limited owing to special educational requirements for such work. The colleges have been able to furnish only a very limited number of women and practically no men for high school positions. The other source of supply has been the normal schools. The number of women with normal training whose experience, professional interest and general qualifications fit them for high school is necessarily small. It would be most unwise to lower the minimum qualifications for the secondary certificate. Two years of study subsequent to a high school course would seem to be the least that could be expected to keep up the standard of our high schools. We should set ourselves determinedly against any tendency to lower the minimum educational qualifications. Meanwhile what is to be done to meet the situation? We believe that matters will gradually adjust themselves. Salaries are uniformly higher and will tend to hold teachers from the allurements of apparently lucrative war work and will gradually bring back some who have gone for that purpose.

"A study of a number of daily programs from small schools shows a very marked wastage of time in small classes. There is little excuse for classes of one and two pupils. Such classes should be combined or the subject postponed until next year even at a sacrifice on the part of the pupils affected. The classes are most largely those required especially for college preparation such as French or Latin or in special commercial work. With a careful study of the situation adjustment can usually be made.

"Already several cases have come to our notice where the temporary suspension of one or more schools would seem to be an entirely feasible solution of the teacher shortage in those schools. In these localities partial transportation of pupils and the utilizing of the teachers available would result in a far stronger school at very little if any added cost. This plan should be seriously considered by committees and towns where the facilities for transportation and housing are in any degree favorable. We believe that the town suspending its school for this purpose will not suffer in this effort in co-operation.

"A few new schools have been established this year in localities where the need hardly justified so doing. The pupils might have been accommodated in other schools and one or more teachers saved for places of greater need. The State Department is most favorable to the establishment of schools where boys and girls will be given a chance otherwise denied them and to such efforts it will give most hearty support. In fact under normal conditions any effort to provide a high school course within the home town would meet with cordial approval. The emergency that is upon us however calls for a careful study of all the factors involved.

"Thus it may be necessary and highly desirable in several instances for towns to merge their high school interests. If it is done in the spirit with which we are going about other cooperative efforts which the war is forcing upon us, good will result. The state office will gladly assist school officers who are working upon such problems. It calls upon citizens to set aside questions of a purely local nature and think first of all of the interests of the young people."

Tristram W. Metcalf of the New York Globe has been nominated by the board of education for the office of Director of Reference and Research and Statistics. The board has combined the two positions with an estimated saving of \$2,000 annually.



Nashville, Tenn. The board has ordered that the teachers be paid for the time lost thru the "Flu" epidemic in October.

Boston, Mass. The board has ordered that assistant teachers be placed on a permanent basis of employment in order that they may be paid their regular salary during emergencies. Last winter during the coal shortage, and again this fall during the influenza epidemic, the teachers were placed in a serious position because they could not legally be paid. The school board has rescinded a recent rule providing that the marriage of a woman teacher to an officer in the army shall operate as a resignation.

Gaffney, S. C. The teachers in the school's were given their full pay during the time the schools were closed because of the "Flu" epidemic.

The school teachers of Portland, Ore., recently requested that the board grant increases of \$200 a year each, to those receiving less than \$3,000 per annum.

Commissioner M. B. Hillegas of Vermont recently ordered that boards of education pay their teachers for the time the schools were closed just as the they had been teaching. The order was made to overcome complaints that school directors in some towns had held up the monthly salaries of teachers.

Teachers of Macon, Ga., were given increases of \$20 a month, beginning October first. The present increase is in addition to raises given earlier in the year.

The salaries of every teacher, principal and supervisor at Long Beach, Cal., have been raised \$50 a year.

The State Board of Education of Wisconsin recently ruled that teachers should be paid their full salaries for the time lost in the epidemic, provided there was no clause in their contract to the contrary.

Dallas, Tex. Teachers who were idle during the enforced closing of the schools in the recent epidemic were paid their full salaries.

State Supt. J. H. Churchill of Oregon recently ruled that teachers should be paid for time lost during the influenza epidemic. Supt. Churchill called attention to a similar situation in 1906 when the schools were closed because of scarlet fever.

Roanoke, Va. The school board has ordered that teachers be paid for time lost during the enforced closing of the schools. It was brought out that the teachers were at their usual expense during the period and that they could not be expected to remain unless they were paid for the full time.

State Supt. W. H. Clemons of Nebraska during the epidemic, called attention to a state law which provides that teachers may not draw any salary when the schools are closed by the health board.

State Supt. Spright Dowell of Alabama has given a decision, in the epidemic situation, to the effect that teachers may draw their pay during the time the schools are closed.

Idaho school teachers received their full salaries during the time the schools were closed. This was possible in view of the fact that no contract provided for loss of wages during an enforced closing of schools.

The New York board of education has included in its budget for 1919 an appropriation of \$1,749,300 for salary increases of teachers receiving less than \$1,800.

New York, N. Y. The board has included in the budget for 1919, provisions for increases of \$100 in salary for all teachers now receiving \$1,800 or less. The proposed increase is in addition to the automatic annual increment which the teachers receive under the law and is intended to relieve in part the high cost of living.

All teachers in the schools of Lebanon, Pa., received their pay for the time the schools were closed during the influenza epidemic. The men teachers assisted in the removal of furniture and supplies from the old to the new high school, and also worked on neighboring farms where help was needed. Women teachers were

active in Red Cross work and in the care of influenza patients.

The school board has approved a recommendation of Supt. W. L. Ettinger that married women be returned to the service. The regulations provide that applications for replacement must be made to the board of examiners, that teachers who have taught within the past six years, and who have been out longer than six years must submit to oral and physical examinations. Those who have been out of the service more than six years and who have not rendered service as substitutes must take an oral examination for a license as a substitute teacher and must serve as a substitute for sixty days. After that time, if the teacher's work is satisfactory, she may be replaced on the eligible list.

St. Louis, Mo. The board has ordered that all unnecessary expenses in connection with the operation of the several departments be reduced to a minimum in order that sufficient funds may be provided for teachers' increases. There is no money with which to increase the pay of the teachers and immediate relief has been requested.

Teachers in the schools of Indiana who persist in teaching German will face the loss of their teaching licenses according to a recent announcement of State Supt. Horace Ellis.

A report on the Philadelphia Teachers' Pension Fund, just completed by actuaries, shows that the teachers face one of three things, namely, they must accept in future years less benefits than the schedule provides, they must pay more in premiums or they must join the state pension system. The report points out that the Philadelphia system is not in danger of immediate collapse but that the charges now made are so inadequate that it will mean financial troubles in years to come.

Dr. Oliver P. Cornman, secretary of the committee representing the teachers, has requested a supplementary report to cover such points as rates of contribution and amounts of appropriations required of teachers, and also appropriations required of the board in case the local system should be merged with the state system.

Chicago, Ill. Supt. P. A. Mortenson has asked the board to lower the minimum age limit of manual training teachers to 18 years to meet the present shortage of instructors. The lower age limit will permit the appointment of graduates of local technical high schools.

Richmond, Va. All teachers in the schools were paid full salaries for the time the classes were not in session during the epidemic.

Cleveland, O. During the influenza epidemic, a corps of 3,500 teachers assisted the school doctors and nurses in finding and recording cases of illness among children. The teachers were instructed to discover the cause of absences, to note whether they were for influenza or not. The followup work was done by the nurses who visited each home listed.

The teachers of Macon, Ga., have petitioned the board for an increase of 25 per cent in salary, bringing the minimum to \$62.50 a month and the maximum to \$93.75 a month.

Montgomery, Ala. The board has paid the teachers for the time lost when the schools were closed during the epidemic. It was ordered, however, that every reasonable means should be used in making up for the time lost so that the pupils might suffer no retardation in work.

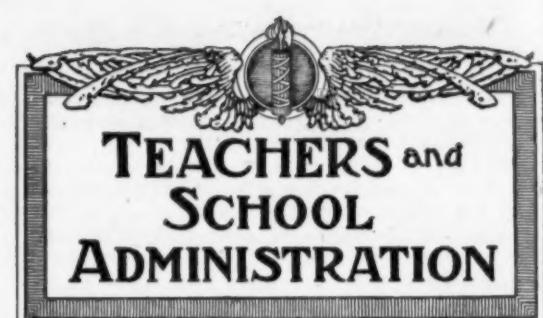
Dallas, Texas. Teachers received their full salaries for the time the schools were closed during the epidemic.

Attorney General Clifford L. Hilton of Minnesota has ruled that school teachers are entitled to compensation during periods that the schools are closed because of epidemics. The decision was received with interest throughout the state.

The entire teaching corps of 73 instructors at Eugene, Ore., voluntarily remained in the city during the enforced closing of the schools because of influenza.

Following a meeting of the school and health authorities, the teachers were sworn in as deputy health officials with the special duties of keeping the children off the streets and assisting the health office in registering new cases of the disease. The teachers were also energetic in preparing nourishing food for patients at the University infirmaries and in private homes where there was no one to provide meals. Others assisted the nurses at the infirmaries and helped in the care of patients in private homes. All of the teachers were able to remain at their tasks without the loss of a single day thru illness.

Little Rock, Ark. Teachers were paid for the time the schools were idle during the epidemic. The time is to be made up by a reduction of the vacation periods and an extension of the school year.



SALARIES FIXED IN ALTOONA, PA.

The school board of Altoona, Pa., has adopted the report of its special committee on Merit and Salary Schedule submitted by the chairman and providing for a system of rating teachers according to merit as a basis for fixing salaries.

In grouping the teachers into classes and suggesting a salary schedule the committee kept in mind the problem of better salaries for teachers in the present emergency, the needs of the children and the eventual investment which is possible thru the education of boys and girls of today for the work of tomorrow.

The committee also recognized that:

1. The salary of a teacher at the very least should be enough to provide a living wage. It should enable a teacher to do the reading and pursue such studies as are necessary to keep in touch with the progressive movements in education in this and other countries, and it should not be necessary for a teacher "to clerk in a five-and-ten-cent store in summers in order that she may afford to teach school all winter."

2. The maximum salary should be sufficient to retain the most desirable teachers, as well as to induce teachers of the highest quality to seek positions in the schools.

3. The salary schedule should result in stimulating teachers in the service to develop to the highest degree whatever teaching power they possess. Superior work should be recognized and rewarded. Teachers should be classified according to the quality of service rendered, and not alone on the basis of their years of service.

4. In teaching, as in other lines, more pay should mean larger or finer services. Mediocre service should not be rewarded by increase in salary, lest all service, including the best, shall suffer from withdrawal of efficiency rewards.

5. In the present crisis the work of the teacher has been almost doubled by the introduction into the school of activities having real educational value and which at the same time link up—thru that powerful link, the child—the public schools with the ideals of service and self-sacrifice actuating our people, and bring to the consciousness of teachers, pupils and parents the essential unity of the nation in the great crisis for world democracy.

The committee divided the teachers into five groups:

First, those whose work is of so poor a quality that they should seek employment more suited to their talents; second, new teachers whose work has been unsatisfactory, but who show sufficient promise of growth and improvement to justify further trial; third, teachers whose work is strong in some lines but weak in others which are essential; fourth, those who are strong teachers and do uniformly good work—who measure up well in all departments and show improvement from year to year; fifth, teachers whose work is superior; who possess unusual skill in teaching and show a large measure of initiative resourcefulness and power to stimulate pupils to achieve the results the school seeks to accomplish.

The following merit scale was adopted to govern the teaching efficiency of the teaching and supervisory corps:

Altoona Public Schools—Teaching Efficiency Record.

I. Physical Efficiency (teacher):

- A. Personality.
- B. Health.
- C. Endurance.
- D. Voice.
- E. Relaxation.

(Schoolroom Conditions):

- A. Ventilation.
- B. Neatness.
- C. Care of Child.

II. Equipment for Efficiency:

- A. Scholarship.
- B. Professional Training.
- C. Growth in Service.

(Concluded on Page 73)

Folk Dancing, Hazeldale School,
Cleveland, Ohio.May Pole, Grammar School
Freehold, N. J.Open Air Calisthenics, Benton School,
Kansas City, Mo.Fifth Grade,
Woodstown, N. J.Teachers' Class,
Springfield, Mo.Public School No. 51,
New York City.

**The Victor
serves
indoors, outdoors,
winter or
summer, rain
or shine, in
work or play**



The Victor in the schools is "An ever present help in time of trouble" in every phase of school work. Always ready, never weary, pleasing and serving little children, big children, teachers and parents alike.

Christmas with the boys in the trenches is just a bit hard to contemplate, but the lives of the children must not be darkened by the War Cloud. The Victrola will brighten many gloomy hours if it is systematically used. Is there any other single thing that can do so much, please so many, and contribute so richly to education?

For full information, write

Educational Department

**Victor Talking Machine Co.
Camden, N. J.**



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To insure Victor quality, always look for the famous trademark, "His Master's Voice." It is on all products of the Victor Talking Machine Company.

Victrola



**Victrola XXV, \$90
especially manufactured
for School use**

When the Victrola is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

REMOVE SCHOOL ASHES WITH G&G TELESCOPIC HOIST

THE With Automatic Gear Shifting Brake Device and Silencer

When not in use, the G&G Hoist telescopes below grade level. The G&G Sidewalk doors close down flush with pavement and no part is visible from street.

A few turns of the telescoping handle raises hoisting head to its position over hatchway, opens the G&G Sidewalk Doors, the Spring Guard Gates automatically closing up the space between the wide open doors, hatchway being amply safeguarded at all times on all sides.

The operator then ascends to street level and after "hooking" the swing bail cans from this elevation proceeds to raise them.

A single movement of brake lever shifts the gears and applies brake so that cans may be lowered.

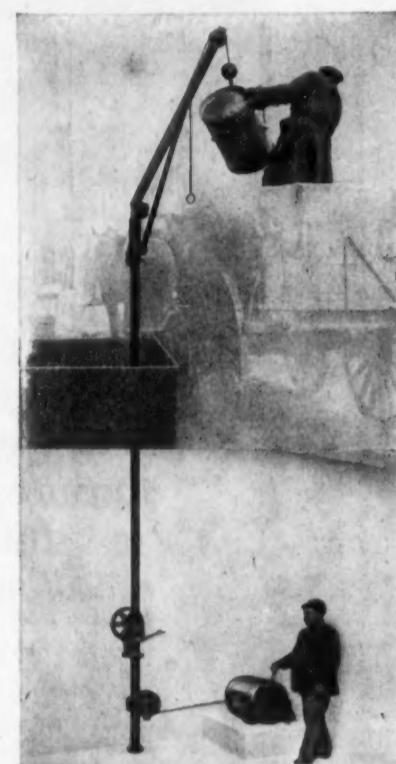
Use the G&G Telescopic Hoist with Electric Motor

Choice of three models covering various conditions in schools, auditoriums, college, administration buildings, and other structures where the daily ash removal requires the handling of many cans. Run your wagon alley close to hatchway, then in one operation with the proper G&G Hoist, it will be possible to remove ashes direct from basement or sub-basement and dump them into wagon without rehandling or rehooking cans at sidewalk level.



Model B. 1-Man; Hand Power

Removes Ashes direct to wagon. Note the hatchway protected by the G&G Sidewalk Doors and Spring Guard Gates which lie flush with grade when Hoist is not in operation.



Model D. Electric Power

ered rapidly with no movement of hoisting handle.

This briefly summarizes the hand or electric operation of all models of the G&G Telescopic Host designed to meet the varying conditions of School Board service. These hand operated and electric models are more completely described and illustrated in numbered catalogue 100.

We shall be very glad to send you a school folder with this catalogue and to submit an estimate to you for the most practical hoist to meet your specific requirements.

In submitting estimates, we will also send drawings showing dimensions of the hoist and the method of attaching it to the supporting walls. Where the conditions are unusual, we will furnish a special type to meet the requirements.

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DUAL SYSTEM OF CONTROL CRITICIZED.

That the two state boards of education in Wisconsin are unnecessary and cause a loss in the efficiency of the entire schools is a statement recently issued by Supt. Charles P. Cary in the official news bulletin of the state department. In support of his contention, Mr. Cary declares:

"We have two state boards of education in Wisconsin, the State Board of Vocational Education and the State Board of Education.

"In the next biennial period these boards will probably cost the state \$100,000. The public seems willing to support no end of boards and commissions, assuming that there must be a reason for them, notwithstanding the fact that no reason is evident.

"If the state pays \$60,000 to \$75,000 in the next biennial period for a State Board of Vocational Education and the assistants this board will employ, the state will be paying two or three times as much as it would have to pay if the work were done, as it should be done, by the regularly organized educational forces of the state. Not only is the present system expensive, but it is inefficient and conflicting. The past year, in my opinion, has been worse than wasted, except to the extent that the part-time and vocational schools have been running on by their own momentum, acquired in the past 5 years.

Sees No Excuse.

"There is no excuse for this waste and inefficiency except the fact that a few manufacturers wanted things done in this way and managed to get enough politicians and lobbyists at work to put it through. In place of this board a small

ex-officio board of three members costing the state nothing in the way of personal expense and greatly simplifying the situation and greatly increasing the efficiency, could be created in order to comply with the present Smith-Hughes Act of Congress.

"Wisconsin's educational system is not built on the principle of having state boards of education. Every school and every institution in the state has its own board. The reason why state boards do not fit into the situation is that they are tacked onto the system and are in no sense an integral part of it. The only way that a board of education could be made to have any vital and inherent relationship to the educational system would be to revise the system from top to bottom by revising the constitution. The spirit, if not the letter, of that constitution is violated by imposing board over boards; at the best, such an arrangement is a needless expenditure of money; and at the worst, it spells conflict and confusion unutterable. But even if our system permitted a state board, this is the wrong road to efficiency. This is the road to mediocrity,—and mediocrity is something the world at large has not accused us of under our original system."

CLOSING THE SCHOOLS AND TEACHERS' PAY.

The Illinois Educational Press Bulletin for November discusses the important subject of teachers' pay during an enforced closing of the schools by reason of an epidemic. The Bulletin attacks the matter from a common sense viewpoint and maintains that teachers are legally entitled to their salaries when they hold themselves in readiness to teach.

The comment is reproduced in full for the benefit of the readers of the Journal: "With the widespread closing of the schools the question has been repeatedly raised—Will the teachers have to make up the time lost by closing the schools or are they legally entitled to their pay? Since the time of Newton Bateman the opinion has been given out by the Superintendent of Public Instruction that when the Board of Directors or Board of Education closes the school, the teachers do not have to make up the time, but

if the school is closed by some authority outside of the board, the teacher may legally be required to make up the time. For a number of years it was held that when schools were closed by an order of the state or local board of health, the board of education might require the teachers to make up the time lost.

"A review of this entire question by the Superintendent of Public Instruction and the Attorney General has led to the conclusion that even tho the state or local board of health issues an order for the closing of the schools, the schools must be closed in fact by the order of the school board and therefore the teachers are legally entitled to their pay if they hold themselves in readiness at all times to teach. This position seems just and fair to all. The teachers who must keep themselves in readiness to return to the schoolroom are at the same expense as they would be were they teaching. If the school board desires to keep the schools going they may adopt the other alternative: by making daily inspections of the pupils exclude all who show symptoms of infection."

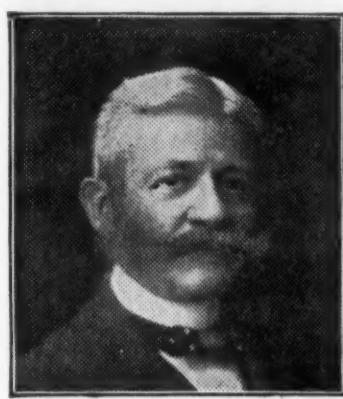
AMONG SCHOOL BOARDS.

The Cincinnati Board of Education has voted to transfer to the Government, the Hyde Park High School which is just being completed. The school is planned on the group idea and consists of three connected buildings to which it is intended to add further structures as the school population demands larger accommodations. The present buildings are well suited for temporary hospital purposes.

Galesburg, Ill. The board has reduced the Christmas vacation by one week to make up the time lost thru the "Flu" epidemic.

The school board of Lynn, Mass., has ordered the establishment of a third junior high school, and a reorganization of grade schools. Two grammar grade principals have been promoted to junior high schools and the remaining principals have been made district supervisors in charge of grammar and primary schools in their districts. Two grade schools have been combined under the supervision of one principal.

County school boards in the state of Florida will consist of five members instead of three pro-



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vided a bill now being prepared by Representative Harris becomes a law. The bill is to be introduced at the coming session of the state legislature.

Hamilton, O. The board has decided to dispense with the usual holiday vacation period, leaving only Christmas day and New Year's Day with no sessions. A second change in the direction of speedup work is the elimination of less essential work and a crowding of necessary features.

Greenfield, Mass. The board has made plans for making up three of the four weeks lost in October thru a reduction of the vacation period. The high school will dispense with the usual vacation at the beginning of the second semester and will hold school on eight Saturdays and on the Friday following Thanksgiving. The grades will drop one week of vacation at Christmas and continue sessions thru the last week in June. They will hold sessions on four Saturdays and on the Friday following Thanksgiving.

Grand Rapids, Mich. The board has adopted a resolution providing that pupils may not be transferred from one school to another without good and sufficient reasons. The change was made to eliminate unnecessary and frequent transfers of children who become dissatisfied.

East Liverpool, O. The school board's request for a two-mill levy for school purpose during a two-year period carried at the polls on November 5th by a vote of three to one. The increased levy was made necessary to meet the deficit caused by increased salaries and the furnishing of free textbooks and to provide adequate funds for the operation of the schools on a nine-months' schedule.

The Saginaw County War Board of Saginaw, Mich., has co-operated with the school authorities in a publicity campaign for the enrollment of foreigners in evening classes. Non-English speaking peoples of the East Side registered at the East Side High School and those of the West Side at the Hill Trade School. The classes began November 25th and all persons are admitted free. Textbooks are furnished without cost. The work is under the direction of Supt. F. W. Arbury of Saginaw, West Side.

Oklahoma City, Okla. The board has adopted

a six-day school week and has eliminated all holidays, excepting three days of Christmas week and three days at Thanksgiving as a means of making up time lost during the influenza epidemic.

Jackson, Mich. Schools will close two weeks earlier this year and the four weeks lost during the epidemic will be divided between the two semesters.

Portland, Ore. The school board has worked out a scheme for making up lost time. Among the changes will be an addition of forty minutes to the school day for the remainder of the school year, the elimination of waste motion and the discontinuance of subjects or work of an unnecessary character. The present addition to the school program has made the school day an hour longer than it was last year.

Buffalo, N. Y. The board has added a half hour to the school day in order to make up for the time lost in the month of October. Grade schools close at 3:30 instead of 3:00 o'clock and the high schools at 2:30 instead of 2:00 o'clock.

East Windsor, Conn. The School Department of East Windsor has been completely reorganized during the present year.

In the past the town has had no superintendent of schools. The executive and office work has fallen to the Secretary of the School Board who has served without pay. The inspection and supervision of the schools has been about equally divided between the principals of the two large grammar schools, and a school visitor, who was a member of the school board.

Two factors helped to bring about this decided change of policy. The first was the fact that the military service had taken away the principals in most cases. The second was the increasing work put upon the members of the board who did it at a great personal sacrifice.

Consequently a superintendent of schools was elected during the past summer. The appointee was Vinal H. Tibbets of New Harbor, Maine, who had several successful years of supervisory work in the Maine schools.

Women have been hired to fill the vacancies in the principalships. The School Board voted a substantial increase in all teachers salaries for the current year. The maximum for grade

teachers is \$650. The maximum for principals is \$800.

The Detroit Bureau of Governmental Research has been asked to pass on the charges of extravagance in the conduct of the public-school system of Detroit, Mich., made by Edmund Atkinson, assistant corporation counsel. Mr. Atkinson had challenged the accuracy of certain statements made by Supt. Charles E. Chadsey in an effort to refute the charges made. The written statements of the two authorities will be studied by the Bureau in detail.

Teachers in the public schools of Indiana who are prevented from teaching because of the influenza epidemic may receive their regular salaries during the quarantine period, according to a decision of State Supt. Horace Ellis. The State Education Department leaves to the local school authorities the matter of requiring teachers to make up a portion of the time for which they have received pay.

PERSONAL NEWS OF BOARD OFFICIALS.

Mr. J. D. Cassel has been appointed temporary superintendent of buildings at Philadelphia. He succeeds J. Horace Cook resigned. Mr. Cassel was for many years an assistant in the building department.

Mr. H. C. Westover, head of the engineering and maintenance department of the St. Joseph, Mo., schools, has been granted a leave of absence to enter military service.

Charles I. Gadd, for a number of years business manager for the board at Detroit, Mich., will retire in January to become legislative representative for Detroit and Wayne County, Michigan.

Mr. Charles M. Perkins has been appointed superintendent of schools at Waltham, Mass.

Supt. J. T. Giles of Richmond, Ind., has been accepted for overseas service with the Y. M. C. A. Educational Commission in France. Mr. Giles will be connected with the administrative branch of the work.

Mr. C. A. Matheny, of West Alexandria, Pa., has been appointed instructor in the Model School, Teachers College, Miami University.



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CHANGES IN SALARY FOR UNIVERSITY GRADUATES.

The information given in the accompanying table relates to changes in the salaries paid to the graduates of the university of Michigan who entered teaching the year following graduation. It is interesting to note that in 1912 only 32 per cent of the women received in excess of \$800 while in 1918, 88 per cent began their teaching on salaries of \$800 or better. The salaries for men have also been much improved since 1912, as is shown by the fact that while in 1912 only 14 per cent received \$1,400 or better, in 1918, 60 per cent received \$1,400 or better.

The data was prepared by the appointment committee of the university of Michigan.

Women.

	1912	1916	1917	1918
No. of cases...	84	115	118	184
\$ 500-\$ 600....	12%	1%	3%	0%
\$ 600-\$ 700....	38%	30%	10%	2%
\$ 700-\$ 800....	22%	37%	35%	9%
\$ 800-\$ 900....	19%	12%	24%	31%
\$ 900-\$ 1000....	9%	10%	14%	24%
\$ 1000-\$ 1200....	4%	9%	10%	20%
\$ 1200-up.....	0%	2%	4%	13%

Men.

	1912	1916	1917	1918
No. of cases...	41	66	48	47
\$ 700-\$ 800....	5%	3%	2%	2%
\$ 800-\$ 900....	10%	8%	4%	2%
\$ 900-\$ 1000....	15%	14%	13%	0%
\$ 1000-\$ 1200....	30%	35%	29%	10%
\$ 1200-\$ 1400....	30%	23%	29%	19%
\$ 1400-up.....	14%	18%	23%	66%

BUSY SUPERINTENDENTS.

New York, N. Y. The Board of Superintendents has ordered that the school board give credit for time of absence in war service to all teachers who resume school work after the completion of their term of service. Such teachers are to be credited with teaching experience for the time they have been absent, provided they furnish certificates, properly authenticated that the actual war service has been satisfactorily rendered.

Walnut, Ill. The Walnut Community High School which was organized in the fall of 1917, has increased its attendance so that its present building is insufficient to accommodate the classes and the new departments. The school serves a double township, containing seventy-two sections of the best land in Illinois.

During the past summer the sum of \$8,000 was spent to improve the lighting and ventilation of the building and to install a domestic science department. The school is doing several forms of war work, including the sewing of a large quantity of clothing for the Belgians. Mr. Charles E. Decker is superintendent.

State Supt. James H. Harris of Louisiana has issued a request to all schools in the state to hold six-day sessions in place of the usual five days. He argues that six days are not injurious or burdensome. He points to the necessity of making up for the time lost during the epidemic and the desirability of gaining time for early closing in the spring. The shortage of farm labor and the need of food production are essential factors for limiting school terms.

St. Joseph, Mo. Supt. J. A. Whiteford has recommended to the board the adoption of a five and one-half day school week and a reduction of the Christmas holidays as a means of making up lost time thru the recent epidemic. The new arrangement provides for a half-day session on Saturday, opening at 8:30 o'clock and closing at 12:30, and continuing thru the entire winter to and including April first. The new plan avoids an extended school term and permits older pupils to work on Saturday afternoons.

The school board of Cincinnati has adopted a recommendation of Supt. R. J. Condon providing for a six-hour school day for grades above the third. The extended day is to continue until lost time has been made up.

The school board of Evansville, Ind., has given the teachers of the respective grades discretion in the matter of making up time lost thru the epidemic.

Nebraska schools are facing a probable six-day week and a greatly reduced holiday vacation because of the need for speedup work. It has been found necessary to revise the school program in order to complete the required work as early as possible and to permit older pupils to go on the farms early in the spring.

That valuable and interesting work of an educational nature is being accomplished at the army educational commission in Paris is evident from a statement of the work recently given by Supt. F. E. Spaulding who is a member of the Commission. The work is in charge of Prof. S. H. Erskine of Bowdoin College, assisted by Prof. Daly of Harvard University, Prof. Appelbloom of Kansas State University, Prof. Algernon Coleman of Chicago University and Supt. F. E. Spaulding of Cleveland.

According to Mr. Spaulding the educational work now carried on in the field has already reached large proportions due to the intense intellectual hunger and the ambition of the men in service including both the officers and the privates. The effects of selective service, bringing into daily contact men from all parts of the country and from all occupations, representing every position and point of view, are said to be simply marvelous.

The mental processes of the men have been violently shaken out of their accustomed grooves and their mental horizon has been enormously enlarged, their sympathies broadened and their ambitions for achievement are magnified and intensified.

It has been the experience of the commission that a new condition is manifest among the young men of the army and that the will to learn is present in a remarkable degree. The present

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task is to furnish the opportunity and the means for realizing the desires of the men. They want to learn the French language, they are interested in geography and history, and the illiterates or near-illiterates are eager to learn English, while mathematics, geometry and trigonometry are sought by many.

The extent of the interest in the several subjects cannot be indicated by the numbers of men pursuing them because of lack of sufficient personnel, books and equipment. Only a slight beginning has been made and further enlargement depends on the rapidity with which the facilities can be provided.

The school board of Northampton, Mass., has adopted a number of recommendations in relation to high school methods, as suggested by Headmaster F. W. Plummer. The changes, as recommended by Mr. Plummer, include the following:

Teachers in the high school, for the purpose of study or discipline, may require the attendance of individual pupils in the afternoon of any school day for a period not exceeding $1\frac{1}{2}$ hours. All teachers in the high school shall be in their respective rooms from 3 until 4 o'clock on Thursday afternoons when school is in session. This time shall be devoted to assisting pupils who may wish to return, and to parents who may wish to consult the various teachers. Also, each teacher shall choose at least one other regular afternoon a week when he will be in his room from 3 until 4 o'clock to meet those pupils whom he may require to return for assistance or for discipline. Afternoon attendance shall be under the same rules and regulations as to absence and tardiness that govern attendance in the forenoon.

"The office hours of the principal of the high school shall be from 3 until 4 o'clock on the afternoons of school days."

Commissioner N. E. Knight of the South Dakota land commission has announced that the total of the school endowment fund of the state has now reached \$17,545,322. The income from the land this year amounts to \$1,357,000 or a distribution for the year of \$6.73 for every child of school age.

It is brought out in the report that the fund has been well handled and all moneys are accounted for. The increasing value of the land and the efficiency with which the fund is handled should bring the total to \$90,000,000 in the near future, according to the commissioner.

El Paso, Tex. The board has adopted a resolution providing that teachers' contracts shall hereafter contain a provision that the applicant agrees to teach for the entire school year. In the past teachers have left their schools on two weeks' notice which has sometimes resulted in the embarrassment of the school authorities.

President Wilson has authorized the establishment by the United States Bureau of Education of a teachers' agency to be known as a school board service section, to meet the shortage of teachers in elementary and secondary schools and higher institutions of learning. The bureau will aid in finding teachers and in redistributing the available teaching force of the country. The service of the bureau will be free and will be largely in the nature of a registration service to bring teachers and school officials together. The estimated shortage of teachers in the entire country is 30,000.

School teachers in Quincy, Ill., who were prevented from teaching because of the influenza epidemic were paid their full month's salary by order of the board. The board's attention was called to cases in other localities where the court had ruled that teachers under contract must be paid even tho the schools are closed.

The teachers of Montgomery County, Ala., gave their attention to a study of new books and a review of teaching principles during the recent influenza epidemic. All written work was passed upon by the county superintendent and the teachers received pay for the full time.

Teachers of Scranton, Pa., were paid their salaries during the time the schools were idle because of the epidemic. A state law makes schools liable for teachers' salaries in cases where the schools are closed because of an epidemic.

FIX JANITORS' SALARIES.

The school board of the city of Akron, Ohio, has adopted a new salary schedule for janitors

based on the area which these employees clean, heat and care for. In proceeding to establish principles for the development of the new scale, the board sought for simplicity, uniformity of pay for a given amount of work and justice to all janitors.

The resolution establishing the scale reads:

Compensation for care of Akron public schools shall be computed on a square foot basis. All salaries for buildings of 25,000 square feet or more, shall be based upon a standard of \$48 for each 1,000 square feet of area; salaries for buildings under 25,000 square feet shall be determined by the board of education. Area of rooms not in use shall be deducted from total floor space.

The few school activities in the evenings where teachers, principals and children give their time in preparation shall be considered as a part of the regular school program and no extra allowance will be made.

Yards, lawns, sidewalks, light courts shall be measured in square feet and compensation for same shall be standardized at \$1.20 for each 1,000 square feet.

Portable buildings on site of main buildings shall be paid at a flat rate of \$120 per year.

For night schools, janitors shall be paid \$0.55 per hour, for four hours, each evening school is in session. In winter months time is paid from five p. m. on; when heat is not required time begins when doors are opened.

For social center work, entertainments, socials and outside basketball when admission is charged, janitors shall receive \$0.55 per hour. If the services of two janitors are required at any time, the janitor shall receive \$0.55 and the assistants \$0.45 per hour. Sundays, janitors and assistants shall receive double time for services.

In the past the board fixed the wages of janitors at \$90 per year and added "extras" for special work due to special rooms, evening school use, etc. The new schedule shows up the unfairness of the old plan. Three janitors will suffer actual reductions in pay because, under the room basis, they were paid in excess of what the square-foot measurements show they earned. The remaining janitors receive substantial increases ranging from five to twenty per cent.

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PERSONAL NEWS of SUPERINTENDENTS

DEATH OF DR. WHITE.

Dr. Andrew D. White, Cornell's first president and formerly ambassador to Germany, died at his home in Ithaca, N. Y., November 4th, following a stroke of paralysis. Dr. White was 86.

Andrew D. White was born in Homer, N. Y., in 1832 and was graduated from Yale in the class of 1853. His brilliance as a student earned for him the position of secretary to the minister to Russia. He remained but six months in Russia, and later took a year at the University of Berlin, traveling also in Italy and Austria. He spent a year in Paris studying French and attending lectures at the Sorbonne.

Upon his return to America, Dr. White took the chair of history at the University of Michigan. He offered his services as a soldier in the Civil War but was rejected for physical reasons. He went abroad and in England and France combatted the prejudice against the Union.

In 1868 he was elected to the state senate of New York. In the senate he met Ezra Cornell, who desired to found a liberal university. Dr. White helped him to get the charter and to organize the institution at Ithaca and he became its first president. During his long incumbency, he served on the San Domingo Commission, also as commissioner of the Paris Exhibition in 1878 and the next year he succeeded Bayard Taylor as minister to the German Empire. In 1892 he was nominated by Harrison as minister to Russia. A change in administration brought him home but President Cleveland appointed him on the Venezuelan Commission. Later President McKinley sent him as ambassador to Germany.

During his second term at Berlin he was called upon to exercise all his diplomatic acumen, for

the relations between the two countries were more than once strained. By reason of his successful work in this direction he was chosen as chairman of the American delegation to the conference at the Hague. At this time there was formed an international and compulsory court of arbitration. In his own handwriting Dr. White inserted above the signatures of the treaty, the specific reservation of the Monroe Doctrine, the first formal acknowledgment of the theory ever made by Europe.

Dr. White was the author of a great number of papers and books, one of the most important of the latter being his work "The Warfare of Science and Theology." As an educator he is said to have been ahead of his time. He kept Cornell up to its charter of liberal thought and establishment departments until then unknown in American universities.

DEATH OF MRS. YOUNG.

Mrs. Ella Flagg Young, nationally famed as an educator and one of Chicago's most representative women, died at Washington, D. C., October 26th from pneumonia following influenza. Mrs. Young had reached the advanced age of 74 and was still active in educational literary work.

Mrs. Young was born in Buffalo, N. Y., Jan. 15, 1845, and came to Chicago as a young girl. After her graduation from the public schools in 1862 she was appointed a teacher in the primary grades.

Mrs. Young was married in 1868 to William Young, a Chicago merchant, who died a year later. She returned to her school work and advanced rapidly until in 1887 she became a district superintendent. In 1899 she was appointed professor of pedagogy at the University of Chicago. At this time she had no degree and she accepted the position upon the condition that she be permitted to earn the degree.

In 1905 Mrs. Young left the University to become principal of the Chicago Normal School, which she held until appointed superintendent of the Chicago school system in 1909. Her service as superintendent covered a period of five years during which she directed the work of six thousand teachers and came in direct contact with 300,000 children. She introduced a number

of special courses and under her direction the kindergarten work was expanded and the curriculum of the primary grades simplified.

Mrs. Young was a member of the National Education Association and served as president in 1910 and 1911.

The funeral services took place at Chicago in the presence of about one hundred close friends and co-workers in the Chicago schools and the remains were interred at Rosehill Cemetery beside those of her family.

PROF. FULLER TO PORTLAND.

William D. Fuller, professor of education at the University of Maine, and superintendent of schools at Old Town and Orono, has been elected to the superintendence at Portland, Me., to succeed D. H. Perkins.

Prof. Fuller was born in Wisconsin. He attended the State Normal School at Stevens Point, graduating in the class of 1902. He taught school for several years after graduation and later went to the University of Wisconsin from which he was graduated in 1910. He also spent a half year in special study at the University of California and completed summer courses at Wisconsin University, Chicago University and Columbia University. In 1916 he received his master's degree from the University of Maine where he took seminar work.

Four years ago Prof. Fuller came to Maine as superintendent of schools of Old Town and Orono continuing there to the present time. He has served as assistant professor of education at the University of Maine two summers, and since January has filled the position of professor of education at the same institution.

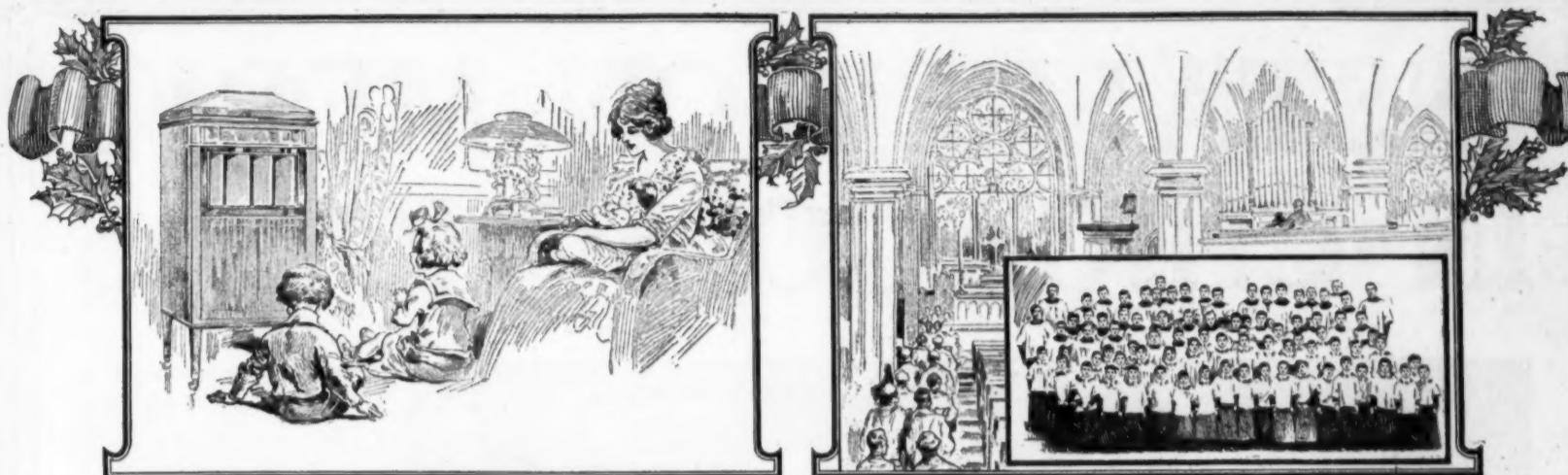
PERSONAL NEWS OF SUPERINTENDENTS.

Supt. L. E. McGinnes of Steelton, Pa., has been appointed a member of the Pennsylvania State Board of Education to succeed J. M. Coughlin.

Supt. H. C. McKee of Frankfort, Ky., has resigned.

Mrs. Ella B. DeWolf, wife of Supt. G. E. DeWolf of Plattsburgh, Neb., died at the family home on October 21st of pneumonia, following

(Concluded on Page 61)



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	The Messiah! And the Glory of The Lord (Handel).....	Columbia Oratorio Chorus
A-2104 10 inch, 85c	{ Oh, Come All Ye Faithful (Adeste Fideles).....	Columbia Mixed Quartette
	Hark! The Herald Angels Sing (Mendelssohn).....	
A-2644 10 inch, 85c	{ Christmas Chimes (Vandersloot).....	Prince's Orchestra Chimes by Howard Kopp
	Cathedral Chimes (Arnold & Brown).....	



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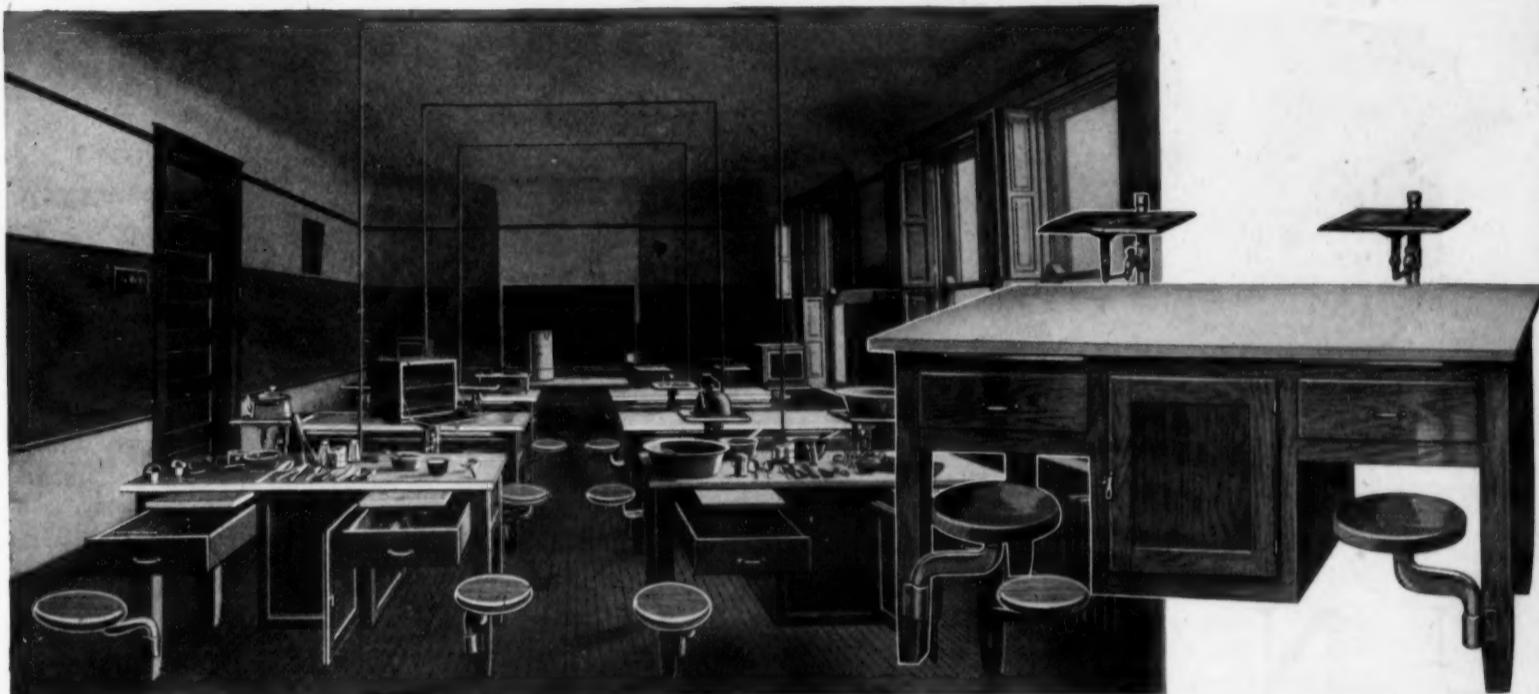
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PERSONAL NEWS OF SUPERINTENDENTS.

(Concluded from Page 56)

influenza. Besides her husband, Mrs. DeWolf is survived by her parents and one sister. A brother died at one of the cantonments in January last.

Mr. R. Rankin, formerly superintendent of schools at Holsington, Kans., has resigned to accept the position of Professor of Physical Sciences at the Fort Hays Normal School, Fort Hays, Kans. Mr. Rankin is succeeded at Holsington by Mr. George W. Kleihege.

Mr. H. S. Hamilton, formerly superintendent of schools at Batavia, O., is with the American Expeditionary Forces in France. Mr. Hamilton is succeeded at Batavia by Mr. Clarence Luther.

The school board of Cincinnati has refused to grant a leave of absence to Supt. Randall J. Condon to take charge of Americanization work for the government. In announcing its decision, the board pointed out that it had met every call of the government and that in the present case its refusal was based on the plea of the President that the schools be kept up to the standard of peace times. The loss of time thru the epidemic of influenza has made it doubly important that Supt. Condon be retained in order that school programs may be speeded up for the remainder of the year.

Mr. E. D. Roberts, assistant superintendent of schools, Cincinnati, has been granted a year's leave of absence to assume the position of national director of Y. M. C. A. educational work in army cantonments.

The Chicago board of education has elected Mr. James E. Armstrong, principal of the Englewood High School, to the position of assistant superintendent of schools.

Miss Hattie L. Hawley of the Fitchburg High School faculty, has been appointed superintendent of schools in the Massachusetts school superintendency union formed of the towns of West Stockbridge, Egremont, Alford and Richmond. Miss Hawley is one of four women in the state who hold the certificate of eligibility to such a position.

Dr. Dwight B. Waldo, president of the Michigan Normal College, Kalamazoo, Mich., has been

appointed by Maj. Gen. C. C. Williams, chief of ordnance, as a member of the advisory committee, and W. G. Coburn, superintendent of schools of Battle Creek, Mich., as director of the federal public schools located in ordnance reservations to educate the children of the munitions workers. There are more than 15,000 children to be educated.

Schools already have been built in five of the twelve ordnance communities and are in operation, while those in the other seven reservations are being hurried to completion. Plans for the buildings, which are temporary structures of the sectional type, were originated by Dr. Frank E. Spalding, superintendent of schools of Cleveland, O.

The school system, which was created and will be administered by Mr. Coburn, covers kindergarten, grade schools, domestic science, manual training, and, in one community, a high school course for 400 children.

Mr. Vernon L. Mangun has recently become President of the Forestry State Normal School, at Bottineau, N. D. During the past three years he was superintendent of schools at Macomb, Ill. Mr. Mangun is a graduate of Cornell College, and received his master's degree from the School of Education of the State University of Iowa. He has had broad experience as a superintendent in Iowa and Minnesota and has been head of the English Department of the Winona State Normal School in Minnesota. He has been a graduate student at the University of Chicago and has written and lectured on educational topics.

Mr. A. L. Trester, of Martinsville, Ind., has been elected superintendent of schools at LaPorte, to succeed Paul Van Ripper who goes into war work.

Supt. Trester is a graduate of Earlham College and of Teachers College, and has completed special courses at Indiana University and at Columbia. He was for seven years superintendent of schools at Alexandria and for two years he was head of the schools at Martinsville. He is a member of the National Education Association and the Indiana Superintendents' Association.

SCHOOL HYGIENE

SUGGESTED REGULATIONS ON COMMUNICABLE DISEASES.

The school board of Altoona, Pa., has adopted the following regulations to govern the exclusion and re-admission of children suffering from communicable diseases:

1. The period of exclusion for all communicable diseases must be governed by the law and the regulations of the health authorities.

Re-admission of teachers and pupils excluded on account of communicable diseases is authorized only upon the presentation of a certificate from the city physician and the medical inspector or family physician.

2. When a case of contagion is found in school during inspection, or during the session, the child should be immediately excluded, the parent and city physician notified and medical attention advised.

When necessary and advisable, the school nurse should visit the home as soon as possible to learn if instructions have been carried out.

3. After the child is excluded from school by the medical inspector, principal or nurse, in case of diphtheria or scarlet fever, the medical inspector should examine all other children in the class for possible evidence of the same disease. This procedure should be followed out with other contagious diseases, when several cases are found reported as having been present in one classroom.

4. In case of diphtheria found in school or having been in school within two days, it is wise to "culture" any suspicious cases in the school-room.

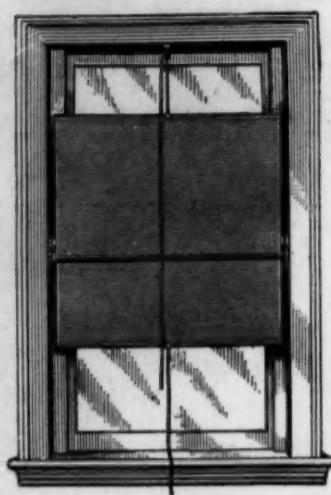
These cases should be excluded and if they return a positive "culture" the health officer should be notified. Where a second case of diphtheria develops in a room, it is wise to "culture" all the children and teacher in that room and to exclude and quarantine "carriers."

(Concluded on Page 63)

CORRECT SHADES FOR SCHOOLROOMS

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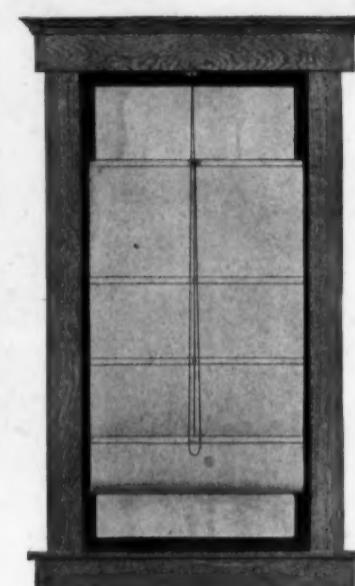
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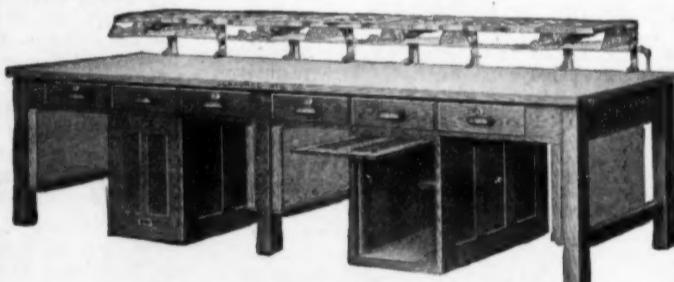
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(Concluded from Page 61)

5. In case of school epidemics of any particular disease, the medical inspector should examine all the children every day, or at least intervals of two days, for a period of one or two weeks, until the epidemic subsides.

6. When necessary and advisable the school nurse should visit children at their homes to determine whether or not they are absent on account of a contagious disease.

7. Children who are absent from school, whose absence is unexplained, or not accounted for, should be examined by the medical inspector on their return to school. This should be done with a view of determining whether or not the children have a contagious disease or present any evidence of contagion.

8. *Disinfection:* In all cases of diphtheria and scarlet fever, and any other contagious disease, especially if there are a number in any one particular classroom, when ordered, the janitor shall:

1. Thoroly ventilate the classroom immediately after the dismissal of pupils and sweep the floor.

2. Under the direction of the medical inspector, wash the infected pupil's desk and seat, and those in the immediate vicinity, with a three to five per cent disinfectant solution.

When a second case develops in a classroom, wash all desks, seats and floor.

3. If possible, place all articles exposed to infection which may be easily removed, in the sunlight for several hours.

4. If, in the judgment of the medical inspector and principal, it seems necessary and advisable, destroy books, etc., of the pupil having the contagious disease.

Prepare the room for occupation, soon as dry, on the following day, if possible.

SCHOOLROOM HYGIENE AND SANITATION.

LeMars, Ia. The position of school nurse has been created with the appointment of Mrs. Edith E. Curtis. The duties of the nurse will be to make physical examinations of the children to discover defects or evidence of a contagious disease, to follow up cases in the homes, and to

inspect the general sanitary condition of the buildings and make suggestions for improvements or changes.

St. Louis, Mo., is planning the establishment of a laboratory for the mental testing of children. The support of the laboratory is to be borne in part by the council of social agencies and in part by the public schools. St. Louis is the second city to undertake this co-operative work, Cincinnati having been the pioneer.

Nashua, N. H. Children who were victims of influenza or other contagious disease during the fall term, were obliged to present certificates of health before they could be admitted to classes.

The schools of Virginia, Minn., were kept open during the recent epidemic by joint agreement of the school and health authorities. It was the opinion of the authorities that in view of the mixed nationalities and the difference in home conditions that the children were more safe in school than in their homes or on the streets. A physician and several nurses supervised the health of the children and kept in touch with the homes.

The domestic science department of Waycross, Ga., assisted the Red Cross during the recent epidemic thru the service rendered in preparing food for afflicted families. Orders were promptly filled for soup, custards and other invalid dishes and quantities were distributed by trucks to homes where needed. The work of the department served to bring it to the attention of the public and to point out the practical value of the instruction.

Freeport, Ill. The schools were kept open during the recent epidemic of influenza. Strict supervision was provided by a corps of nurses.

Portsmouth, N. H. As a precaution against the recurrence of the influenza epidemic which closed the schools for a period of several weeks, the superintendent ordered a thoro cleansing of all rooms. He gave the following order to all janitors:

1. Open windows of all schoolrooms, corridors, dressing rooms, basements and lavatories during the daytime on Thursday and Friday and also Saturday morning. Let in all the sunshine and fresh air possible.

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"2. After a thoro sweeping of the floors go over the same with a mop wrung out of kerosene and water.

"3. Wipe all desks and chairs with cheese cloth duster wrung out of kerosene and water.

"4. Start fires early enough to thoroly warm and dry the building."

A few definite, simple school health rules have been posted in every schoolroom as follows:

1. Do not be a "sneezer" or "cougher."

2. Avoid "sneezers" and "coughers."

3. If you must sneeze or cough, cover your nose and mouth with a handkerchief.

4. Keep a clean handkerchief.

5. Do not put your fingers into your nose or mouth.

6. Wash your hands frequently, especially before every meal and after going to the toilet.

7. Never wet your fingers in turning the leaves of a book.

8. Remove overcoat, sweater and rubbers when in schoolroom.

9. Stay in the fresh air and sunshine as much as possible.

10. Breathe thru your nose always.

The school board of Thief River Falls, Minn., has arranged that the community nurse shall act as medical inspector in the schools.

Bay City, Mich. High school boys who were barred from school during the recent epidemic spent their time in profitable work on farms and in the shops of essential industries. Even football players left their balls and playing fields to join the ranks of the working students.

Commissioner M. B. Hillegas of Vermont has sent to the school superintendents of the state, letters advising them that the teachers should have their pay this month just the same as tho they had been teaching. Complaints had been made that school directors in some towns were holding up the monthly salaries on this account. Teachers have been since last June without pay and towns are being advised by the superintendents to pay them.

Nashville, Tenn. The school teachers were paid for the full time the schools were closed by the recent epidemic.

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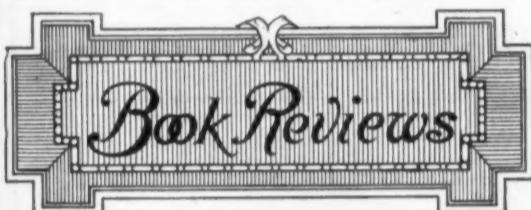
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The Browne Readers.

Books One and Two. By Ruby Wrede Browne; illustrated by Ethel F. B. Bains and Eugenie M. Wireman. Cloth, 128 and 136 pages respectively. Price, 40 cents each. Ginn and Company, Boston.

A gray-haired woman was selecting some Christmas toys for her grandchildren. "There is nothing novel about these toys," she complained, "haven't you something newer?" "The styles are not new," answered the dealer, "but the children are new." These household favorites among children's stories are always new and attractive to each generation of children.

Books One and Two provide material for the first year. Points relating to the first study of a story are minute and very, very good. In Book Two emphasis is placed upon silent reading, phonetic reading and word drill, to insure rapid and accurate reading. Paper, type, illustrations leave little to be desired.

One Hundred-Portion War Time Recipes.

By Bertha E. Nettleton. Boards, 43 pages. Price \$1 net. J. B. Lippincott Company, Philadelphia.

Housewives will draw a long breath over the large proportions named in these recipes. But the author who is manager of the Horace Mann lunch room and assistant in Institutional Administration, Teachers College, Columbia University, thoroughly understands her business.

Her recipes range from soups, fish, meat, meat substitutes, to pastry, puddings, and quick bread. They are designed to assist inexperienced young persons, going from college or training school to manage group feeding in military hospitals, canteens, community kitchens. In these places it is no easy matter to meet the requirements of the food administration and the financial ends. These recipes have been tested and have been found popular. The author has certainly realized

her "aim and purpose of increasing the variety of dishes which are palatable, nutritious, economical and practicable."

Correspondencia Commercial.

By Max A. Luria. Cloth, 305 pages. Silver, Burdett & Company, Boston, New York, Chicago.

A volume entirely devoted to Spanish commercial correspondence means that the people of the United States should fit themselves to trade with South America.

The work opens with a systematic analysis of the parts of a Spanish letter and is followed by over 100 letters and forms, selected from the correspondence of important business firms. Each letter is the center of a complete lesson. The exercises based upon this letter have fitness and variety. There are verb drills, grammar reviews, exercises on use of the correct preposition and the completion of incomplete sentences, original themes, questionnaires. The lesson is summarized in an English letter to be translated into Spanish. Fine distinctions are not infrequent. One lesson is based upon a letter called "a favorable reply." The next lesson has a letter, called "a favorable reply, but somewhat evasive."

A list of abbreviations, of verbs both regular and irregular—forms for bills of lading, consular invoices, receipts, announcements of changes in a business house, give a hint of the material offered in the beautiful Spanish tongue, "rich in idiom and variety of expression."

Bird Woman.

By James Willard Schultz. Cloth, 235 pages; illustrated. Price, \$1.50 net. Houghton Mifflin Company, Boston, New York.

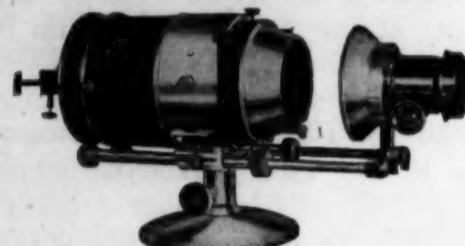
Years spent among the Blackfeet Indians and familiarity with their language made our author acquainted with Rising Wolf, Earth Woman, Crow Woman, and others. Thru them he learned the story of Sacajawea or Bird Woman who guided Lewis and Clark in their epoch-making journey over the Rocky Mountains to the Pacific.

The story was told twice to our author, is in the first person and is a story of Indian family life, Indian hardships, Indian modes of warfare. As Bird Woman knew French, sign language, her

(Concluded on Page 67)

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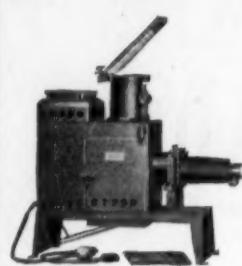
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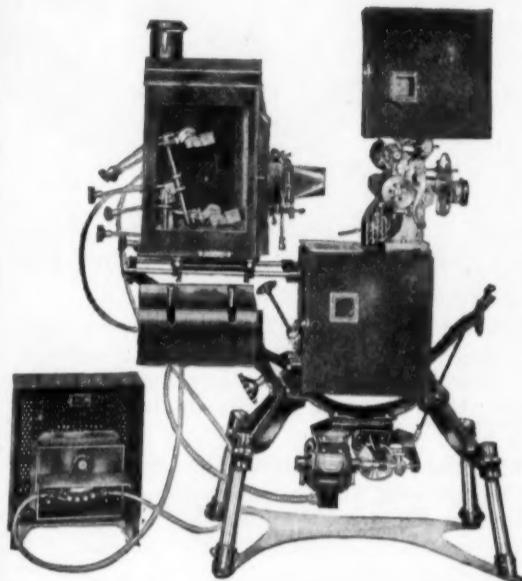
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(Concluded from Page 65)

own Indian tongue, she was well fitted to be an interpreter. Best of all, her cheerfulness, courage, faithfulness, resourcefulness, added to some knowledge of routes east of the Rockies, made her a wonderful guide. An accident has enabled our author to find satisfactory evidence of Bird Woman's old age and place of burial. By a monument at her grave and a statue in Bismarck, Wyoming is perpetuating the memory of this woman who guided the Lewis and Clark expedition to "the Everywhere Salt Water," the Pacific.

Stories from a Mouse Hole.

By Ruth O. Dyer; illustrated by Alice B. Preston. Cloth, 144 pages. List price 55 cents net. Little, Brown & Company, Boston.

Grown-ups, lucky enough to have a chance, will enjoy reading every one of these stories from a mouse hole. They will admire the skill with which old nursery rhymes and fables from Aesop have been worked in. They will be amused over the illustrations, done in camouflage tints. As for the children, they will simply revel in these stories of this gray-coated family.

Evolution of the Dominion of Canada.

By Edward Porritt. Cloth, 540 pages; six full-page maps. List price, \$1.50 postpaid. World Book Company, Yonkers-on-Hudson, N. Y.

History is many sided. One to whom "the study of the history and working of British political institutions, local, central, imperial," has for years been a joy has written in a thorough and scholarly way of the evolution of the Dominion of Canada. Evolution is here a most truthful term, since the present government of Canada was not made in Great Britain and then imposed upon the colonies; nor was it made at one time in Canada, but was slowly evolved. The working of their colonial government in its different stages has been carefully traced and has been brought down to 1914.

Small points have not been overlooked. Frequent mention is made of time—honored customs—bits of the past. It is suggested by the editors that the United States might profit from a careful study of Canadian government. Since Canada is our neighbor, since both our governments are democratic, since the present war has raised

Canada to the status of a nation, it is well to study the differences and the similarities of the two governments, hence this book has a special timeliness.

Lippincott's English Note Book.

By Marjorie H. Nicholson. Paper, 40 pages. J. B. Lippincott Company, Philadelphia.

A convenient, loose-leaf notebook. On one side of a leaf are spaces for answers to questions relating to some author; on the other side questions relating to some story, drama, narrative, poem written by this author. The questions are pointed and thought-provoking. The small spaces require conciseness.

A Handbook of Oral Reading.

By Lee Emerson Bassett. Cloth, 353 pages. Price, \$1.60 net. Houghton Mifflin Company, Boston, New York, Chicago.

In these pages one finds neither an argument nor a plea in favor of the advantages resulting from making a study of reading aloud; but one does find an expression of firm belief.

The position is taken that reading aloud is concerned with three problems; thinking, feeling, and style of speech. Of these, thinking is of prime importance. Therefore, the first division is devoted to the problem of thought-getting and to modulations of the voice which prove the reader has grasped the thought and can make it clear to the listener.

The second division considers ways in which feeling and imagination can be naturally and effectively expressed. Yet thought-getting and imagination are not the whole. There is the human voice, wonderful in range and power—a valuable asset. Logically, therefore, the third division deals with technical problems of tone production, training the physical agents of speech, managing the breath, acquiring accuracy and ease in enunciation, articulation, pronunciation.

All this is true, but all this is bare and bald when not enlivened and enriched by the hundreds of selections from a wide range of poetry and prose which illustrate opinion or principle.

From Isolation to Leadership.

By John H. Latane. Cloth, 215 pages. Price, \$1. Doubleday, Page & Co., Garden City, N. Y.

This review of American foreign policy ex-

tends from the first warnings of Washington and Jefferson to the present time. Its chief merit is the vivid general view it gives of the successive events which have led the United States to take a predominant place in world affairs.

Pitman's Shorthand; Rapid Course.

Revised from the original of Isaac Pitman. Cloth, 202 pages. Price, \$1.50. Isaac Pitman & Sons, New York, N. Y.

In this annual revision of the popular Pitmanic short course in shorthand but few changes have been made. Such as have been incorporated are mainly in the direction of bringing exercises in correspondence in accord with the best practice and spirit of the year. A few simplifications have been made in some of the engraved plates, but no new principles have been added to the well-settled and widely used Pitmanic correspondence style.

The New American Citizen.

By Charles F. Dole. Cloth, 396 pages; illustrated. Price, \$1. D. C. Heath & Company, Boston, New York, Chicago.

This book is a new edition of a civics text that was influential in changing the teaching of citizenship throughout the country. The author has recognized the vast changes which have taken place during the past twenty years in our national and state institutions and has brought the work strictly up to date.

We wonder in reading the book whether a work of this type adequately can discuss social problems that have a deep moral foundation and that require religion for inspiration and solution.

PUBLICATIONS.

Organization and Management of Elementary School Libraries in Wisconsin. Prepared by O. S. Rice and Bertha Bergold. Issued by C. P. Cary, State Superintendent, Madison, Wis. This publication is intended for use in rural schools, state graded schools, grades below high schools and city grades and seeks to serve as an aid in the organization of the school library and in such management and supervision as will help bring about the effective use of books and reading for school and life purposes. The pamphlet discusses housing, equipment, arrangement of books, loans, catalog systems, selection of books, magazines and newspapers and library lessons.

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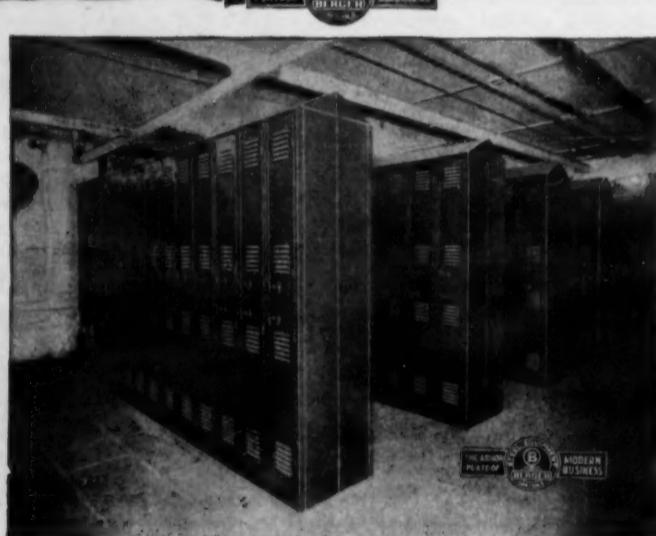
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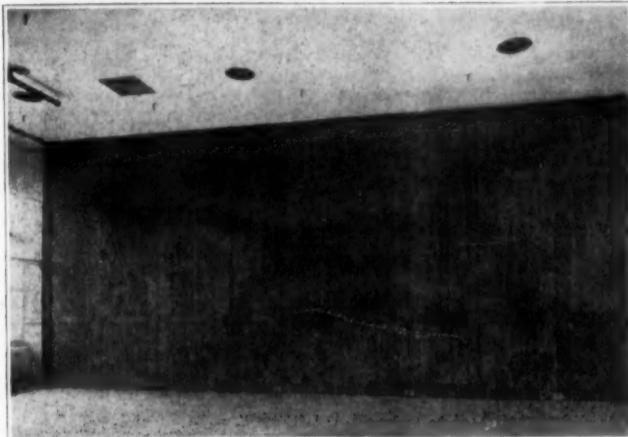
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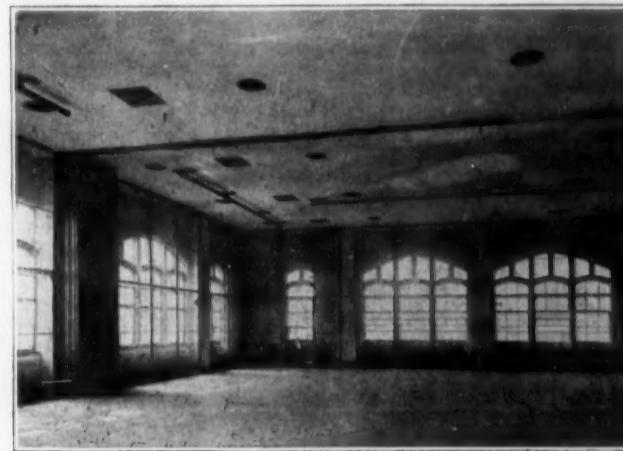
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BUYERS' NEWS COLUMN

NEW ADJUSTABLE WINDOW SHADES.

The Hamilton Manufacturing Company, of Anderson, Ind., has just announced the marketing of three new types of adjustable window shades for school use. These are being offered by the firm in addition to the original "Frampton" shade which the firm is now manufacturing under the trade name of the Hamilton Wear-Proof No. 1 Shade.

The business of the Hamilton Company had an interesting start. The originator of the industry was Mr. George Frampton, one of the pioneers of the adjustable shade industry. Mr. Frampton, for several years manufactured and marketed his shades himself, and thousands of shades which are in service in the country schools of Indiana were sold and installed by him personally. The Hamilton Manufacturing Company is the outgrowth of his business which several years ago had expanded beyond the capacity of his factory and of his ability to manage alone.

The three new shades which are respectively known as Hamilton Wear-Proof No. 2, No. 3 and No. 4, are all based on the original Frampton principle and are made of tan duck or white duck like the original shades. Shades No. 3 and 4 may also be had in any color of Hamilkeen hard finish shade cloth, a product which is especially made for the Hamilton Company under its own specifications.

Shade No. 2 is suspended on springless pulleys, and is controlled by a single cord. It can be suspended quickly with only two screws or nails and can be hung inside the window frame or overlapping the window casing.

Shade No. 3 is equipped with an adjustable roller shade with double suspension, and is fitted with a stop pulley of special design. Quick detachable rollers can be used if desired.

Shade No. 4 is equipped with an adjustable automatic roller and has a single center suspension with an automatic locking pulley. Balance is obtained by an invisible counterweight.

The Hamilton Manufacturing Company has prepared a complete catalog of its shades and copies will be sent to school authorities upon request.

AN ECHO OF THE PITTSBURGH CONVENTION.

Great educators are men of ideals, of vision. Witness the following extract from a recent address of Supt. William L. Ettinger:

"Last July, while attending the convention of the National Education Association at Pittsburgh, I sat gazing out of the hotel window in the dusk of the evening. The clouds were lowering, the atmosphere was smokeladen, and in the distance a blast furnace was sending a shower of dazzling sparks into the darkness of the night. Across the way, on a neighboring building, I caught the glimpse of "Stars and Stripes." Like a flash, the gloom of the scene vanished, and I followed, as in a vision, that steel to the battle riven western front. Those sable clouds were transformed into the garment of a bereaved but triumphant democracy, and those fiery sparks were a golden crown unto her head. I proceeded to a meeting at which various representatives of our Allies spoke of the war in relation to education, and listened spell-bound to a beautiful story which, to my mind, is prophetic of the part we play in this war for democracy. It was related that France has shown her confidence in our army by giving into its keeping her most treasured possession—Alsace and Lorraine; that some of our boys were billeted near the home of Joan of Arc; that they were told the story of how Joan had been inspired by heavenly voices. Incredulous, they halted a poilu going by, and inquired if such voices were still heard in the land and would lead to the salvation of France. The Frenchman halted, and then said, 'Messieurs, listen.' In the distance they heard faintly but

clearly a silver-throated bugle of the American forces sounding the call to battle and to victory."

DEATH OF MR. WHEELER.

Orville G. Wheeler, Allyn and Bacon's representative in New York City and New Jersey during the past nine years, and who had recently secured a temporary leave of absence to become district business manager of the War Department's Committee on Education in organizing the work of the Students' Army Training Corps for District 2, died at his home, 680 East Twenty-first Street, Brooklyn, New York, on October 16, from pneumonia, following an attack of influenza.

Mr. Wheeler was born in Burlington, Vermont, in 1877, and was the son of the late H. O. Wheeler, who was Superintendent of the Schools of that City for a period of thirty-three years.

After graduating from the University of Vermont, Mr. Wheeler was connected at different times with Silver, Burdett & Co. and Longmans, Green & Co. and later was manager of the educational department of G. P. Putnam's Sons. His various activities brought him into considerable prominence as a real estate operator in Southern California and as cashier of the Norfolk (Va.) branch of the New York Life Insurance Company.

During the nine years of his connection with Allyn and Bacon, Mr. Wheeler made many friends in the educational and business world. The superintendents of New Jersey and Eastern New York felt obligated to him for his planning and carrying out to a successful conclusion the special trains which have been run annually to the meetings of the Department of Superintendence.

In his special field in which he labored he was highly respected and greatly honored for his integrity, his pleasing personality, and his good comradeship. He was a kindly man among men, a natural leader, and a warm-hearted friend. He could not understand why any man should be boorish or selfish. He was always pained by contact with such, for his own life was so free from such characteristics that he abhorred them in others. His loss to his late employers, Allyn and Bacon, is a serious one.



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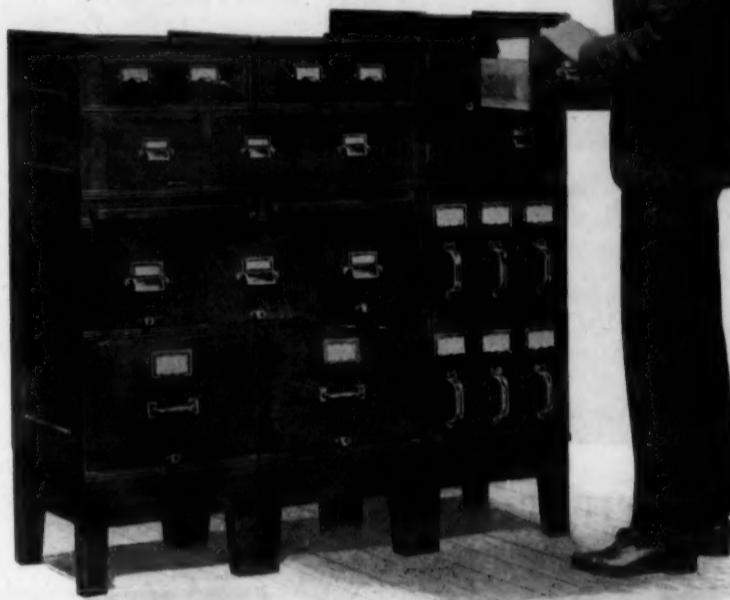
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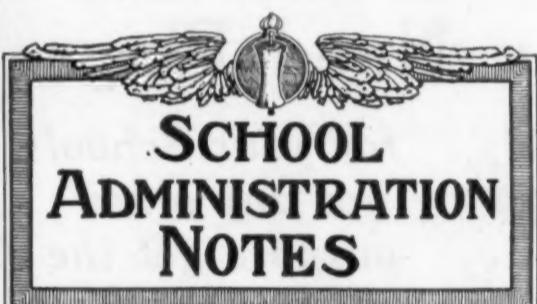


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REOPENING THE SCHOOLS.

As a means of promoting greater efficiency in the schools during the balance of the school year, Supt. L. L. Caldwell of Monmouth, Ill., has presented the following letter to the teachers under his direction. The letter was accompanied by a further communication to the children in which the latter were urged to go over the top during the balance of the school year and to seek personal efficiency and morale.

To the Teachers:

We are confronted with the unusual task of completing the year's work in considerably less than the regular schedule of time, with the loss of school habits and work partially and incompletely done incident to the enforced vacation, and with the serious problem of safe-guarding the health of the pupils with reference to scattered cases of influenza which unquestionably will continue to develop in the community. Never before have we faced such serious responsibilities. With the purpose of co-ordinating our thought and plans for resuming our work, I am transmitting in this form a few directions and wish to suggest that each teacher keep in mind the problem as a whole and particularly the details of her own work.

First: All non-essential material and activities must be eliminated. Now as never before the content of the various studies must be examined and evaluated with a view to eliminating all obsolete, unnecessary and impractical elements. We must keep clearly in mind the true

aims and purposes of each subject, and seek the best methods of securing the desired ends. Keep constantly in mind the essentials of your work. It will be well to review current literature and bulletins on this subject.

The problems of *Economy* and *Efficiency* in teaching and learning, always important and fundamental, have added weight in our present situation. We must think out our work and plan as never before.

Second: Our work must be intensified—if possible. There must be no slackening anywhere. The pupils must be impressed with the need of improved habits of study and work and of working up to the highest level of efficiency. *This does not mean overwork, strain, and destructive nervous tension; but efficient work, and doing one's very best.* Slackers and slovenly workers must be tabooed as unpatriotic—almost as enemy aliens.

Third: To successfully secure these ends it will be necessary to stimulate a keen morale throughout the school. It is generally true that pupils work best for teachers who are keen, enthusiastic and who impress them by appeals to their patriotism and school spirit. The pupils will respond if we "go over the top," as their real leaders. What is being done in our great Cantonnements and Training Camps furnishes a stimulating text and illustration in this emergency. Our splendid Army in France and upon Flander's Fields furnishes the very highest example of efficiency and morale—doing everyone his best. There is also a good incentive in getting the work done in regular school time rather than having forced upon us such measures as Saturday work, elimination of holidays, and the extension of the school year far into the summer months. Hard thinking, careful planning, enthusiasm and patriotic morale—these are the touchstones of our work for the rest of the year. Let us make the best of them.

Fourth: Fundamental to all this is the Health of the School and its individual pupils. You have already been instructed on this factor of your work. Review the bulletins which have been issued and take the best possible precautions in every way—temperature, ventilation,

exercise, instruction in health and hygiene, etc. Most careful attention must be given to the "health appearance" of your children and to the return of absentees. Each teacher must become somewhat of a nurse. *And first of all, she must keep herself well.*

Fifth: If we were to reduce the whole school program to three words we would do well to choose:

1. Health—of self and pupils.
2. Economy—in teaching and learning.
3. Efficiency—everyone doing his level best.

With these considerations in mind, I bid you welcome to your work with confidence that we shall be able to solve our problems as well as may be.

Very cordially yours,
L. L. Caldwell,
Superintendent of Schools.

Monmouth, Ill., November 11, 1918.

PROFESSIONAL IMPROVEMENT.

Authorities are agreed that specific programs are essential to the improvement of teachers in the service. With the thought in mind, Mr. K. O. Snortum of Zumbrota, Minn., asks the members of the teaching corps to commit themselves to the reading of professional books and periodicals. He sends out a questionnaire to all teachers:

1. What War Service, if any, are you interested in? Or what have you been interested in recently?
2. Are you a citizen of the United States? (The Minn. Public Safety Commission and the State Dept. of Education ask this.)
3. What plan would you suggest for general professional improvement of our teaching corps this year?
4. What subject of professional study would you prefer to make personally?
5. What educational books and periodicals have you or what do you contemplate having during the coming school year?
6. What educational meeting would you like to attend this year?
7. What general or specific aims do you contemplate in your classes or subjects this year? (Continue remarks on the back of this sheet if necessary.)



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FOR SCHOOLS.

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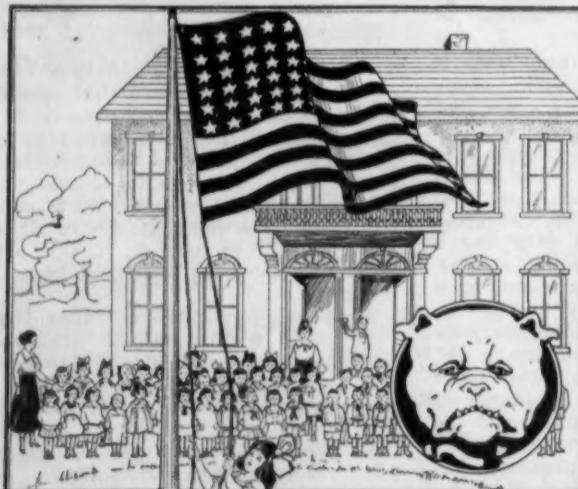
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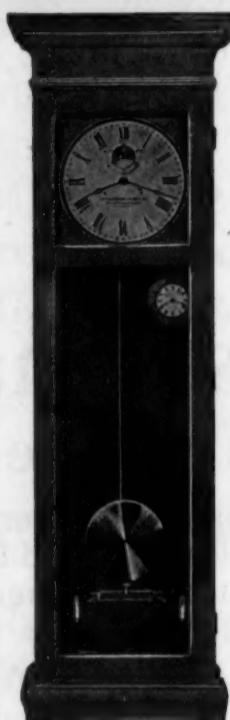


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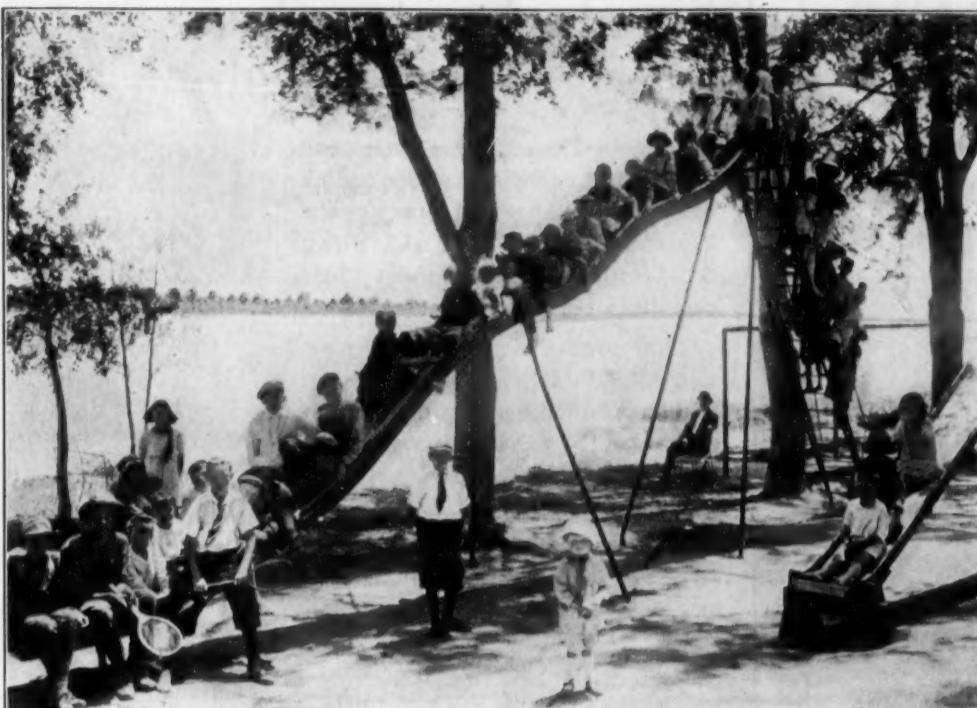
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SALARIES FIXED IN ALTOONA.

(Concluded from Page 50)

- III. Dynamic Efficiency:
 - A. Teaching Skill.
 - B. Initiative—Resourcefulness.
 - C. Enthusiasm.
 - D. Knowledge of Human Nature.
- IV. Social Efficiency:
 - A. Relation to Pupil.
 - B. Co-operation with associates.
 - C. Co-operation with community.
 - D. Discipline.
 - E. Tact and sympathy.
- V. Achieved Efficiency (pupils):
 - (Based on mentality and previous preparation.)
 - A. Individuality—initiative.
 - B. Power to think.
 - C. Attitude toward Learning.
 - D. Skill.
 - E. Character Gains—estimating values.

The outline includes 25 points and may be marked:

- I. V. P.—Subject to dismissal.
- II. P.—Less than 18—F expected to improve.
- III. F.—18 points F on an average (G+P=2 F's).
- IV. G.—18 points G on an average (E+F=2 G's).
- V. E.—18 points with an average of F on other 7.

The salary schedule provides for the following:

	Min.	Max.	After
E.	\$630	\$900	7 yr.
G.	585	810	5 yr.
F.	540	675	3 yr.
P.	495	495	1 yr.
V. P.	450	450	

1. The Central grammar teachers' increase will continue for two years, beyond the maximum for grade below, or until a salary of \$945 is reached.

2. The marking to be done by the principal, assisted by the supervisors in their respective subjects, after conference with the teachers, and checked by the superintendent.

3. Teachers with a provisional certificate to begin with a salary of \$50 per month (\$450 per

year) and normal or college graduates to begin with \$60 per month (\$540 per year).

4. Time of teaching elsewhere to be given half credit in this district; a half year's credit to be counted as one full year after two years' credit elsewhere.

5. No increase greater than \$45 shall be given in passing from one class to another.

6. Beginners teaching five months or more the first year shall be counted as having one year's experience.

7. Professional training to be credited as follows:

College graduates with professional training, 1 point; normal graduate, 1 point; per permanent state, 1 point; practical state, 1 point; training class, two-year course, $\frac{1}{2}$ point; one summer term of professional work, $\frac{1}{6}$ point.

TYPES OF HIGH SCHOOL BUILDINGS.

(Continued from Page 45)

type when all of its possibilities are considered, provided it is not filled with permanently fastened seats and desks. It is the prevailing type in North Dakota and the best we are able to have at present.

L. L. Friend, Supervisor of High School, State of West Virginia:

Most of the high school buildings in West Virginia are of Type A with a large study hall. In a well organized school such study hall is rarely if ever used to its full capacity. The introduc-

1	2	3	4	5	6	7	8
\$630	\$675	\$720	\$765	\$810	\$855	\$900	\$900
580	630	675	720	765	810		
540	585	630	675				

tion of supervised study with fewer but longer periods is rendering the large study hall less needed than ever.

Adverse Comment.

Carlos B. Ellis, Principal High School of Commerce, Springfield, Mass.:

I should object to Type A for two reasons:

1. It requires practically two seats for each pupil in the school; 2. A study room large enough to accommodate 250 pupils is entirely too large for one teacher to supervise.

Paul C. Stetson, Principal South High School, Grand Rapids, Michigan:

In the experience of Grand Rapids, Type A would have to be rejected, because it contains too many pupils for one teacher to supervise properly. No one teacher can handle 250 pupils efficiently, nor can she properly supervise study in a room which is large enough to seat 250 pupils.

W. S. Painter, Superintendent City Schools, Mt. Vernon, Indiana:

If the school building has no auditorium Type A is preferable because it supplies a large room for assembly purposes. The chief objection to it, however, is the large room for study purposes. If an auditorium is available, this large study hall is neither economical nor efficient.

Leonard Young, Principal Central High School, Duluth, Minnesota:

My second choice is Type A. In this each teacher has her own recitation room and the students have a study hall in which there is no other work being conducted and in which they may be directed and assisted by teachers in charge. This is an expensive type of building and the fact that a large number of pupils may be grouped together for studying and are therefore somewhat difficult to handle are my objections to this type of building.

Chas. O. Brown, Principal Central High School, Birmingham, Alabama:

Type A is uneconomical. It leads to some of the most difficult problems in the supervision of study on account of the size of the study groups.

W. I. Early, Principal Washington High School, Sioux Falls, S. Dak.:

For the larger high schools there are too many in the study room in Type A to get the results that should be obtained. The matter of checking and general oversight is more than one teacher can do. For the smaller schools this type would be my choice. The other features of the building are O. K.

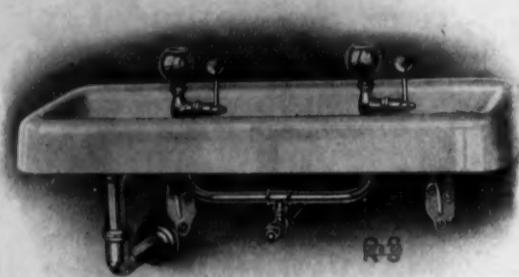
P. S. Kingsbury, Principal High School, Springfield, Illinois:

Type A figured merely on a basis of a study room I consider to be a distinct waste for the simple reason that no big study room can be con-

(Concluded on Page 75)

HOW MANY GERMS DAILY

do your pupils drink? Figure only one for every drink of water and you have but a small percentage of the actual number.



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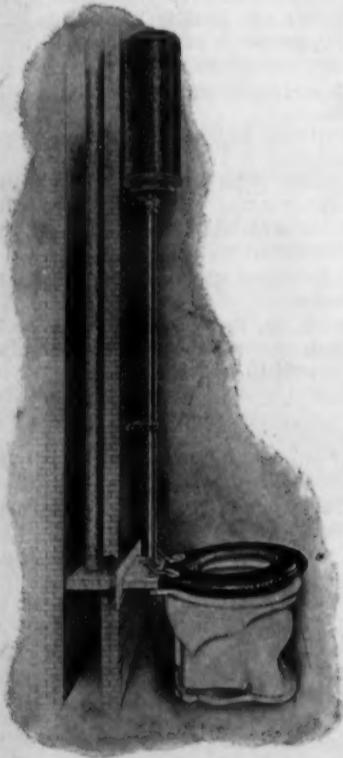
will overcome this unsanitary condition in your school because they are made right and conform with the State laws on sanitation.

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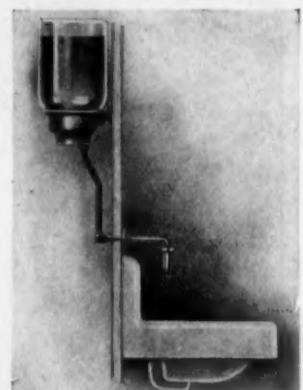


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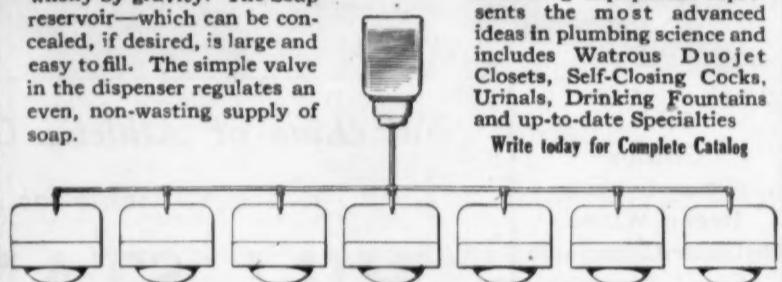
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(Concluded from Page 73)

ducted effectively. By effectively I mean that the student is getting the maximum returns out of attention put into study.

T. J. McCormack, Principal La Salle-Peru Tp. High School, La Salle, Ill.:

Our school is twenty years old and represents Type A. At the start this was very satisfactory because we had no auditorium and our large assembly hall, which seated 400 students with desks, could be used for an assembly hall accommodating 700 people. For sixteen years this study or assembly hall was a boon to the school and the community. But the whole building was sacrificed architecturally for it. We later built a small auditorium (700 people), which makes our present study hall partly superfluous. Supervised study in it is impossible, and with weak assembly hall teachers the discipline is a frequent question.

I will add, however, that it is a splendid aid to administration to have the school assembly twice a day in the same spot and all in the same room for the reason that it enables the principal to reach the entire student body immediately by announcements, by talks on discipline (as soon as problems arise), etc.

Frederick E. Emmons, Principal Battin High School, Elizabeth, N. J.:

Type A is less expensive perhaps, in teachers for study hall service, but it is wearing upon even the strongest teachers when you have those in study hall who do not wish to use their time except for "watchful waiting" to see what may happen.

These large study halls tend to undemocratic organizations and cliques in school, and sooner or later form disturbing elements even for stronger teachers, and perhaps disastrous elements when later the stronger teacher has to be replaced by a weaker one. Such an arrangement is almost out of the question for supervised study because students of every phase of work in school are represented in a study hall of 250, and the teacher in charge could not find the time, much less the inclination to try to do individual supervision of the work carried on.

E. R. Whitney, Acting Superintendent City Schools, Schenectady, N. Y.:

The disadvantages in Type A are: 1. Too much time lost in transit from classroom to study hall and then back to classroom; 2. Extra cost, both in construction and maintenance.

Franklin W. Johnson, Principal University High School, University of Chicago:

I would place second Type A because of its recitation rooms and because it provides for study apart from recitation in a room reasonably near the library. The study room is too large to be supervised by one person, and there is additional disadvantage in having too large a number of students studying together in a single room.

Clarence D. Kingsley, State High School Inspector, Massachusetts:

Type A is especially objectionable, because no study room should be planned for more than 100 pupils. A study room with a larger number of pupils is difficult to control. Moreover, I see no justification for a plan which requires two seats for each pupil.

From the above expressions it will be seen that thirteen high school principals, three city superintendents, and six high school inspectors give Type A practically their unqualified approval. Ten high school principals, four city superintendents and two high school inspectors desire a more or less modified plan of this general type, while ten high school principals, four city superintendents and one high school inspector express their disapproval of it. To this latter number might well be added those who have expressed a preference for some other type, but have not commented adversely as to this particular type. These include 43 high school principals, 23 city superintendents, and five high school inspectors. Their contributions to this discussion will appear in three articles which will follow in later issues of the American School Board Journal.

BUSINESS METHODS AND STANDARDS IN EDUCATION.

(Concluded from Page 31)

It is in veritable truth an application of the law of the jungle whereby the stronger preys upon the weaker, to a greater or less demoralization of education as a whole.

The principles of co-operation as applied in business should lead to an earnest attempt to correct this evil, to resist this temptation.

Again, in the conduct of such a co-operative system, every means will be taken to make knowledge of best methods the common property. Is it not time for some agency in each state—possibly the board of education—to assume the functions of a clearing-house whereby the best methods in penmanship, in reading, in domestic science, in equipment of laboratories may be put in such shape as to be readily accessible to all workers in the field of education. A bureau or department of such kind would help to eliminate much waste and to reduce the inefficiency due to the prominence of faulty, erroneous and unsuitable methods.

With all these possibilities in the way of application of business methods and the use, measurably, of business standards of efficiency, one must insist on the fundamental principle—that the real quality of the work of the teacher cannot be adequately determined on any such basis. The argument for applying business methods is, after all, summed up in this: that thereby the teacher is given freedom to achieve the active and real aims of his work.

THE TEACHERS' ASSOCIATION IN A CITY OF TWELVE THOUSAND.

(Concluded from Page 38)

and serve as a possible check upon any alarming bureaucratic tendencies of a too highly centralized state department. When the democratic spirit shall indeed triumph and the great majority of the teachers become real citizens, the teachers' association will have even greater opportunities for service. The time is not far distant.

AFTER THE MEETING



What kink in human nature causes men to be more interested in matters which affect their pocket-books, than in their own children? Frequently it is necessary to appeal to the former interest to awaken the latter. In New York state a health supervisor has been particularly successful in promoting child welfare. The means he adopts are simple. He advertises somewhat as follows:

FREE LECTURE TONIGHT.
By FREDERICK SEARS, Health Supervisor,
Blank District School.

Subject:
INFANT WELFARE AND THE CARE OF
CALVES.

Republican Jealousy.

President Wilson during his first campaign for Governor of New Jersey once spoke to a noonday crowd in a village near Trenton. The afternoon session of the school was delayed until after the address so that both young and old were in attendance.

A few old-time Republicans listened to the morning argument of schoolmaster-candidate for a time. Finally one of them broke out in disgust:

"Shucks! He couldn't get a crowd without letting out school."

Speaking of Results.

Teacher—"State the difference between 'results' and 'consequences.'"

Bright-eyed little miss—"Results are what you expect, and consequences are what you get."

Why They Were "Canned," Perhaps.
A teacher who believed in keeping her youngsters in touch with the march of events was beginning a lesson on the recent revolution in Russia.

"Now, who can tell me what the ruler of Russia used to be called?" she asked.

"The Czar," bellowed the class.

"Right! And what was his wife called?"

"The Czarina," two or three ventured.

"Good," said the teacher. "Now, I wonder if you know what the Czar's children were called?"

There was a long pause, then one little voice piped up:

"Czardines!"—Mother's Magazine.

Side-lights on History.

A girl was required to write a brief sketch of Queen Elizabeth. Her paper contained this sentence:

"Elizabeth was so dishonest that she stole her soldiers' food."

The teacher was puzzled, and called the girl. "Where did you get that notion?"

"Why, that's what it says in the history."

The book was sent for, and the passage was found: It read:

"Elizabeth was so parsimonious that she even pinched her soldiers' rations."

What He Understood.

The prim young woman from New England who was devoting herself to the education of the negro in a Southern school told one of her small scholars to bring a bucket of water from the spring.

"I ain't gwine fatch no water," he whined rebelliously.

"Oh, Eph!" she protested, "you mustn't say that. Don't you remember how I have taught you: First person, singular, I am not going; second person, you are not going; third person, he is not going. Plural: First person, we are not going; second person, you are not going; third person, they are not going. Now, Eph, do you understand it perfectly?"

"Yas'm, I unstands—ain't nobody gwine."—Collier's.

Time and Money.

First Student (wearily)—"I suppose I'll be up all night tonight; I have to make out my expense account."

Second (more hopefully)—"Why don't you tell the truth and get a good night's rest?"—Yale Record.

In High School.

This occurred at the Senior Reception. Miss Brock was helping to entertain the company and had been told to see that none of the younger people sat down.

Miss Brock (to some timid boys seated on the bench): Boys, pardon me, but don't you know only those over forty are supposed to sit down tonight?

One of the boys (standing and speaking bashfully): I beg your pardon, Miss, won't you have a seat?

Schoolboy "Howlers."

An English Weekly has been offering a prize for the best collection of schoolboy "howlers," and publishes choice specimens from among those sent in by examiners. We select a few of the most brilliant. One youthful historian wrote: "John Wesley was a great sea captain. He beat the Dutch at Waterloo and by degrees rose to be Duke of Wellington. He was buried near Nelson, in the Poet's Corner, at Westminster Abbey. Asked to name six animals peculiar to the Arctic region, a boy replied. 'Three bears and three seals.' Among other answers we have these: 'The Sublime Porte is a very fine old wine.' 'The possessive case is the case when somebody has got yours and won't give it to you.' 'The plural of penny is twopence.' 'In the sentence 'I saw the goat butt the man,' 'butt' is a conjunction, because it shows the connection between the goat and the man.' 'Mushrooms always grow in damp places, and so they look like umbrellas.' One scientific student thus explains the difference between water and air: 'The difference between water and air is that air can be made wetter, but water cannot.'

Roaring All the Way.

Hazel was the pet of the class, pretty as a picture, and as stupid in lessons as she was attractive in appearance.

"Hazel," said the teacher, "we had a lesson on the earth's axis last week. Now what is the earth's axis?"

"The axis of the earth," replied Hazel, "is a menagerie lion, running from the north pole to the south pole once in every twenty-four hours."

Point of Precedence.

A litigation once arose in the University of Cambridge whether Doctors in Law or Doctors in Medicine should hold precedence. The Chancellor asked whether the thief or the hangman preceded at an execution? Being told that the thief usually took the lead: "Well, then," said the Chancellor, "let the Doctors in Law have the precedence, and let Doctors in Medicine be next in rank."

Is It Education?

We teach the children Danish,
Trigonometry and Spanish;
Fill their heads with old time notions,
And the secrets of the oceans,
And the cuneiform inscriptions,
From the land of the Egyptians;
Learn the date of every battle,
Know the habits of the cattle,
Know the date of every crowning,
Read the poetry of Browning.
Make them show a preference
For each musty branch of science;
Tell the acreage of Sweden,
And the serpent's wiles of Eden;
And the other things we teach 'em
Make a mountain so immense
That we have not a moment left
To teach them common sense.

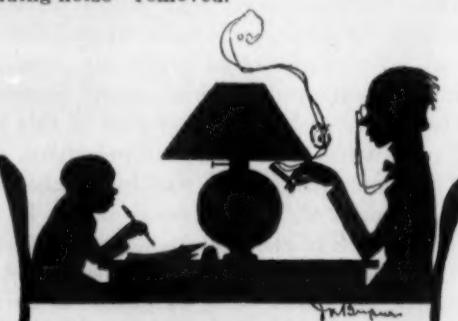
The Professor's Ability.

"Rogers is the cleverest chap at getting around difficulties you ever saw."

"Is that so?"

"Yes. Why, if that fellow was confronted with the horns of a dilemma, he'd blow one and drink the other."

Rosie asked to be excused from school as she had an appointment at the hospital to have her "adding-noise" removed.



Troublesome Figures.

"How are you getting along at your arithmetic, son?"

"Well, I can add the aughts up all right, but the figures give me a lot of trouble yet."—Brownings.



This Department is conducted as a personal service for the readers of the Journal. Questions on school board problems, especially on the physical side of school administration, will be answered as promptly as possible by the department editors.

Only such questions will be printed as seem to be of general interest. Address correspondence to Editor, School Board Journal, Milwaukee, Wis.

Payments of Salaries During Epidemics.

27. Q.—It seems to me that I have read a kind of summary or an article in the Journal, dealing with court decisions where schools had been closed on account of epidemics and boards had tried to force teachers to lose their pay. If there is such an article, please send it to me.—S. M. B.

A.—It is the common opinion of the courts that teachers must be paid during an epidemic. The matter is best summarized by Vorhees who writes in the Law of the Public Schools:

"The presence of a contagious disease does not render impossible the teaching of a school, to those who are not afflicted. And if a teacher remains ready to perform the contract, the suspension of the school for such reason, does not preclude the right to a compensation during such period. See: Libby v. Douglas, 175 Mass. 128, 53 N. E. 808; McKay v. Barnett, 21 Utah 239, 60 Pac. 1100; Dewey v. Union, etc., 43 Mich. 480, 5 N. W. 646; Gear v. Gray, 37 N. E. (Ind.), 1059; Randolph v. Sanders, 22 Texas Civ. App. 331, 54 S. W. 621."

Taylor in Public School Law, p. 276, cites Dewey v. Alpena School District, 43 Mich. 480, that "there should be no deductions from the teacher's wages for closing school on account of smallpox."

Bardeen in School Law, p. 112, says "when school is closed on account of contagious or other sickness, the teacher may recover full pay. New York State Education Department Decisions Nos. 3706, 3791, 5079, 5082; 10 Ind. A, 428, 50 L. R. A. 371, 43 Mich. 480, 50 Vt. 30."

Attorney General Hilton of Minnesota has ruled that school teachers are entitled to compensation during periods that schools are closed because of epidemics.

It's a Personal Tax.

One little girl always had a dislike to recite before the rest of the class—a case of extreme self consciousness. She was also quite absent-minded, and seeing her gazing absentmindedly out of the window one day, during a recitation in grammar, the teacher thought to recall her to her duties, and said rather sharply:

"Marion, define *syntax*."

"Oh—ah—er—why, I didn't know there was any *tax on sin*," she stammered.

His Trouble.

George, a pupil in one of the prevocational centers, when asked how he was getting along, said: "Oh! I am doing fine with the shop teacher, but not very well with the epidemic (academic) teacher."

Did Not Fulfill Requirements.

Once a school principal was having a dispute with one of his teachers. She claimed that the word "man" meant mankind as a whole, while "men" always signified the masculine gender.

The principal maintained that there were exceptions and triumphantly quoted: "Though I speak with the tongues of men and of angels."

But the young lady answered demurely: "That don't do, for, you see, both genders are mentioned there."

Teacher—What is a host, Tommie?

Tommie—I dunno, ma'am.

"Suppose your father gave a dinner to a number of his friends, what would he be?"

"He'd be the 'goat.'"

James was working his uneasy way through his Latin translation, and kind Miss Graham was deftly trying to stimulate his none too brilliant memory.

"Come, come James," she urged. "You know the answer really. Just think hard and it will come. You know the Latin for 'left,' I'm certain. Now what is it?"

James "thought hard," as directed, but the word "sinister" still eluded him. At last, however, he looked up in triumph.

"Spinster," he joyously announced.

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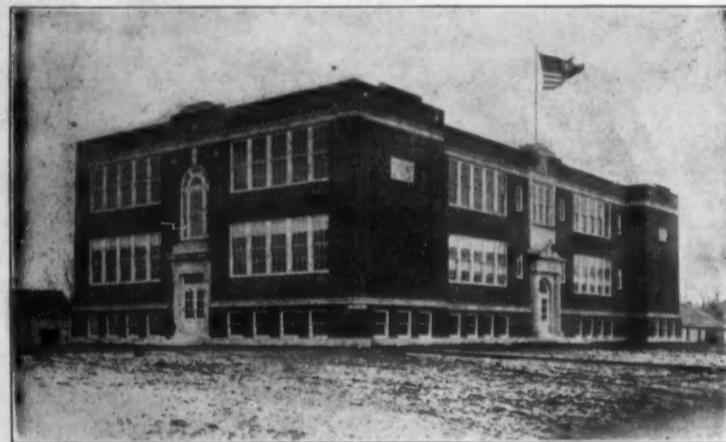
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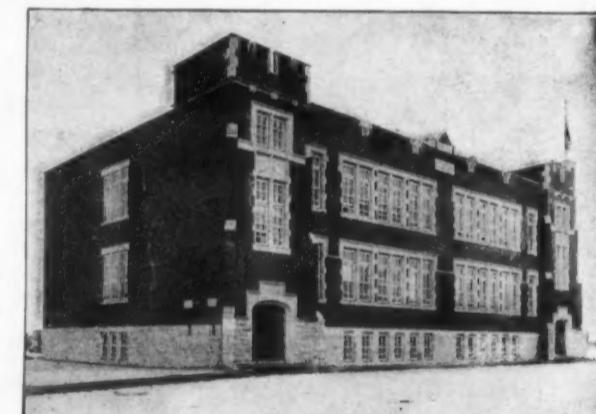
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